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ABSTRACT

The eighth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on senior-subordinate relationships, and is presented in two separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with information and criterion quizzes. EM 010 437 is the first document of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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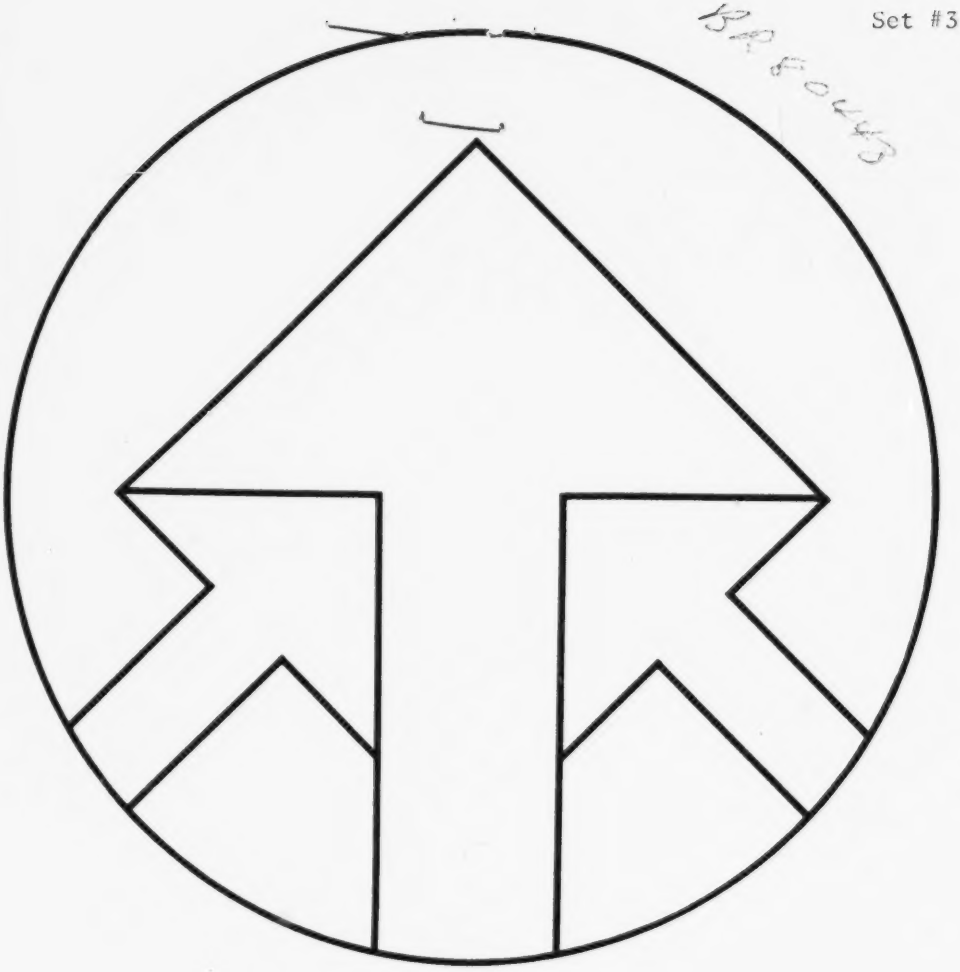

Introduction To Psychology And Leadership

Volume VIII-B

Senior-Subordinate Relationships

EM 010 438

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segments IV, V & VI

Volume VIII-B

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Annapolis, Maryland

1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment IV

Introduction to Counseling

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"The motivations of the officer are a technical love for his craft and the sense of social obligation to utilize this craft for the benefit of society. The combination of these drives constitutes professional motivation."

The Soldier and the State
Samuel P. Huntington

One of the most valuable leadership assets is skill in counseling. This may involve no more than an honest and genuine interest in your men and their welfare. If you show concern for your men and listen to them, you may never have to become counselor to the man with serious problems. You must, however, know how to conduct a counseling interview. You must also know the limitations and the authority and expertise at your disposal. In each case you must use judgment and discretion. The rewards to your men, your unit, and yourself as a result of good counseling are significant and extremely valuable.

INTRODUCTION TO COUNSELING

Summary 1

Goals of and Reasons for Counseling

Every leader is responsible for accomplishing his mission and for providing for the welfare of his men. A leader must therefore be concerned not only with the performance but also the personal problems of his subordinates, since they must be relatively free from problems if they are to perform adequately. Few men are able to handle their problems without some outside assistance. A leader may render this assistance in the form of counseling. Hays and Thomas define counseling as "the assistance the leader gives his men to help them adjust to the problems they encounter."

Counseling Goals

Counseling has a far broader aim, however, than just problem-solving. It fulfills the overall objective of helping to initiate and maintain good senior-subordinate relations. As Wolfe and Mulholland have stated, "The leader must know his men. There is no more effective leadership technique for maintaining personal contact with the men and giving them recognition, than through personal interviews and counseling."

In addtion to the overall general objective of helping initiate and maintain good senior-subordinate relations, a

counseling interview may center around one or more of these immediate goals:

1) To give instruction

2) To get information

3) To gain cooperation

Here are examples taken from Academy life which illustrate each of the counseling goals:

1) To give instruction--When the Company Officer counsels a midshipman on his aptitude rating, he gives instruction to the midshipman on ways to overcome indicated weaknesses.

2) To get information--In the regularly scheduled sessions that the Commandant has with Bancroft Hall staff officers, he gets information on the morale and well-being of the Brigade of Midshipmen.

3) To gain cooperation--Midshipman Company Commander Booker calls MIDN Blank to his room for counseling, since, in the past few weeks, Blank has been put on report repeatedly for being in improper uniform. At the session, Booker attempts not only to discover but to eliminate the underlying cause of Blank's slackness, and to enlist Blank's cooperation in adhering to the Naval Academy Regulations.

A military leader differs from a professional counselor in that he seldom, if ever, acts as a disinterested party toward a counselee. He is governed always by two controlling ideas. These are, in order of their importance: 1) What is in the best interest of the unit? and 2) What is for the good of the man? The military leader-counselor has always to look beyond what is beneficial simply to the spiritual, mental, or moral need of one individual. He must equate one man's personal problem to the whole philosophy within which a command operates.

Kinds of Counseling Interviews

Counseling interviews may be divided into two broad classifications--those which are initiated by the counselor and those which are initiated by the counselee. When a counselor initiates an interview, it might be to discuss a subordinate's performance on the job, or to discuss some disciplinary matter. Or, a counselor might be directed by a superior to counsel one of his subordinates regarding matters such as those cited above.

Often during informal conversations, enlisted men convey to their Commanding Officers that there is a lack of information on ship's policy or that they have an erroneous interpretation of that policy. A Commanding Officer may in turn determine that the misunderstanding is limited to one section and instruct the officer of that section to further counsel his men as to the correct interpretation of ship's policy. In other instances, it becomes obvious during office hours, captain's mast, or in counseling sessions, that an individual needs expert help, for example, from a chaplain, legal officer, or doctor. In such cases the senior makes the appointment and the individual is directed to attend. On large staffs, notes often come down from the Chief of Staff to the heads of sections directing them to counsel their action officers on various staff procedures.

In cases when there appears to be an honest misunderstanding, not flagrant disobedience, of rules, regulations, or procedures, a junior officer might direct the violator to an appropriate officer for counseling on the broken rule, regulation or procedure. This often has a more corrective effect than would merely putting the man on report.

The second kind of interview, the counselee initiated, may take place because a subordinate seeks to discuss some aspect of his job with his immediate senior. It might also be to consult him concerning career plans or questions, or to seek his advice about some emotional, family, or financial problem. A subordinate, too, may be directed by some outside agency or another officer to seek counseling from his immediate senior. The counselee initiated interview poses some special difficulties for the leader-counselor. In the first place, the counselee seeking help may not always outline his problem clearly. The counselor has to be on guard for superficial statements from the counselee which may cloak the true problem. Secondly, the leader-counselor must avoid jumping to conclusions about the nature of the subordinate's problem, as this also can prevent getting to "the heart of the matter."

Corrective Action and Disciplinary Action in Relation to Counseling

It is often difficult to determine whether to counsel and take corrective action, or counsel and recommend punishment. This is a particularly difficult decision for young, inexperienced leaders and those newly reporting to a command. One of the objectives of effective leadership is to develop sufficient insight to

recognize potential problem areas and to take the necessary steps to initiate corrective action before formal punitive disciplinary action becomes necessary.

The following example illustrates corrective action and disciplinary action in relation to counseling:

> Two midshipmen 3/c from the same company checked out knockabouts for a Sunday of sailing. During the course of the afternoon, MIDN Loomis was observed to have violated the Rules of the Road on four separate occasions. MIDN Wassail was observed violating the Rules of the Road once. Both midshipmen were reported to their Company Officer. The Company Officer obtained all the facts of the violations and called both midshipmen into his office to counsel them individually. MIDN Wassail obviously had misinterpreted one of the Rules of the Road for sailboats. The Company Officer counseled Wassail, reviewed the Rules of the Road with him, and directed Wassail to review the rules before again checking out the knockabout.
>
> When the Company Officer talked to Loomis, it was obvious that Loomis flagrantly disregarded those rules. Loomis was counseled on the importance of the rules, but he was also put on report and his knockabout qualification card was removed from the files.

Wassail was counseled and corrective action was taken. Loomis was counseled and punitive disciplinary action was recommended. As you can see from this example, when disciplinary action is indicated, counseling enables a senior to exercise judgment as to the necessary action.

An officer conducting a counseling session is often required to make a decision regarding the information being divulged in the interview. An enlisted man may make the counseling interview into a confessional session. The counselor must use judgment, and when drastic action is

called for--a move from simply counseling to bringing official charges against a man--the counselor must be prepared to act unhesitatingly. However, an officer must guard against using a counseling session as a vehicle for preferring charges against his men. Keep in mind the corrective approach during a counseling session. Give instruction, get information, and gain cooperation by helping the man you are counseling.

One upperclass midshipman may tell a midshipman 4/c to "come around," and then take the positive approach by instructing the underclassman in proper military courtesy. Another upperclassman may take a negative approach and tell the plebe to "come around" and make him brace up. The first upperclassman is taking corrective action; the second is administering punishment.

This is the end of Summary 1. Now, go to the next page and take Summary Pre-Quiz 1.

Summary Pre-Quiz 1

Goals of and Reasons for Counseling

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following states the overall objective of counseling?

   a. To enable a leader to discover and help solve the problems of his subordinates

   b. To enable a leader to maintain personal contact with his subordinates

   c. To provide a method of administering corrective action and punishment

   d. To help initiate and maintain good senior-subordinate relationships

---

2. From the following list, select the three immediate goals of counseling.

   a. To give instruction

   b. To enforce regulations

   c. To gain cooperation

   d. To administer punishment

   e. To establish good personal relationships

   f. To get information

   g. To give advice

3. Which of the following statements best explains how a military leader-counselor differs from a professional couselor?

a. The military leader-counselor must always act as a disinterested party, whereas the professional counselor has always to consider what is good for the man.

b. The military leader-counselor seldom acts as a disinterested party and must consider first what is in the best interest of the military unit, and second, what is for the well-being of the man. The professional counselor, on the other hand, can act as a disinterested party and consider only what is for the good of the man.

c. The professional counselor has uppermost in mind what is beneficial to the spiritual, moral, or mental needs of the individual. The military leader-counselor, on the other hand, must consider only what is in the best interest of the unit, regardless of how it affects the individual spiritually, morally, or mentally.

---

4. Read the following example of a counseling interview and select the appropriate description.

LT Kane, the Flight Deck Officer, readily agreed when his Executive Officer, CDR McVey, proposed that they enter the ship's tennis tournament as a doubles team. However, he uneasily declined when the Executive Officer suggested they take the afternoon off for practice. Under McVey's discreet questioning, Kane revealed his fear and dislike of LCDR Delaware, his department head. Kane related that Delaware jealously watched over each minute the Air Department officers were on the job. They were even accused of goofing off if they went to sick bay or took a coffee break in the wardroom. He guessed Delaware would be rough on him for asking permission to "cut out" for tennis with the Executive Officer.

The preceding discussion between LT Kane and CDR McVey is a:

a. Directed counseling interview

b. Counselor-initiated interview

c. Counselee-initiated interview

d. Counselor directed interview

---

5. Which of the following exemplify a directed counseling session? (More than one answer may be correct).

a. A subordinate is told by another officer, who is not his immediate senior, or some outside agency, to seek counseling from his immediate senior.

b. A subordinate requests an interview with a senior to discuss opportunities for advancement in rating.

c. A note comes down from the Chief of Staff to all section heads that they counsel their action officers on certain staff procedures.

d. An officer notices that one of his subordinates on several occasions neglects to wear the prescribed uniform. He calls the subordinate in for counseling regarding this deficiency.

Now, go to the next page and check your answers.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. d
2. a, c, f
3. b
4. b
5. a, c

If all your answers are correct, go to Summary 2 on page 27. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Goals of and Reasons for Counseling

OVERVIEW: In this programed sequence we will discuss the overall, as well as some of the immediate, goals of counseling. We shall mention, too, some of the ways in which counseling sessions may be initiated and outline the importance of counseling to the military leader. Finally, we shall explore some of the special problems posed by counseling in the military situation.

---

1 The responsibility of every leader is twofold: he must accomplish his mission and provide for the welfare of his men. Counseling, or "the assistance a leader gives his men to help them solve the problems they encounter," [1] can enable the leader to fulfill this dual responsibility by: (Choose one.)

a. Removing the responsibility for the welfare of the men from the leader and enabling him to concentrate on accomplishment of the mission

b. Enabling the leader to help his men solve their problems so that they are more capable of performing well and accomplishing the mission

1. Hays and Thomas, p. 201

2 The main objective of counseling is not problem-solving, however. It has the far broader aim of helping to initiate and maintain good senior-subordinate relationships.

Which is the main objective of counseling?

a. To help initiate and maintain good senior-subordinate relationships

b. To help the senior solve the problems of his subordinates

c. To help the subordinate solve the problems he encounters in initiating relationships

d. None of the above

---

3 Read the following quotation from Wolfe and Mulholland and then answer the question.

"The leader must know his men. There is no more effective leadership technique for maintaining personal contact with the men, giving them recognition, than through personal interviews and counseling." (p. 184)

According to Wolfe and Mulholland, counseling helps maintain good senior-subordinate relationships because:

(Choose one.)

a. It provides an opportunity for the leader to gain recognition from his men without personal contact.

b. It provides an opportunity for the leader to give his men recognition and maintain personal contact with them.

4 In the military, a counseling interview usually centers around one or more of three immediate goals:

1) To give instruction
2) To get information
3) To gain cooperation

Which of the following is/are not the usual goal(s) in a military counseling interview?

a. To get information
b. To give orders
c. To gain cooperation
d. To give instruction
e. To gain confidence

---

5 Match each of the three immediate goals of counseling with the appropriate example.

a. Give instruction
b. Get information
c. Gain cooperation

1) Midshipman Company Commander Booker calls MIDN Blank to his room for counseling, since, in the past few weeks, Blank has been put on report repeatedly for being in improper uniform. At the session, Booker attempts not only to discover but to eliminate the underlying cause of Blank's slackness, and to enlist Blank's cooperation in adhering to the Naval Academy Regulations.

2) The Company Officer counsels a midshipman at the Naval Academy on his deficient aptitude rating, suggesting ways to overcome indicated weaknesses.

3) The Commandant holds regularly scheduled counseling sessions with Bancroft Hall staff officers to find out about the morale and well-being of the Brigade of Midshipmen.

6 A military leader is unlike a professional counselor in that he seldom, if ever, acts as a disinterested party toward a counselee. He is governed always by two controlling ideas. In order of their importance, these are: 1) What is in the best interest of the unit? and 2) What is good for the man?

Which is of primary importance to the military leader-counselor?

a. The good of the man

b. The best interest of the unit

c. The interest of the counselor

---

7 Which idea is of <u>secondary</u> importance to a military leader conducting a counseling interview?

a. The good of the man

b. The best interest of the unit

c. Neither of the above

---

8 Select the true statement from the following.

a. The military leader and the professional counselor can rarely, if ever, act as disinterested parties toward their counselees.

b. The military leader differs from the professional counselor in that he must place the good of the man second to what is in the best interest of the unit.

c. The military leader differs from the professional counselor in that the professional counselor has no interest in the good of the man.

9 Counseling interviews may be divided into two broad classifications: 1) those which are initiated by the counselor and 2) those which are initiated by the counselee.

Match the classification with the appropriate example(s).

a. Counselor-initiated

b. Counselee-initiated

1) A newly assigned division officer schedules a brief counseling session with each of his assistants. He wishes to gain their cooperation and to inform himself fully as to their activities.

2) LTJG Green has just dismissed his men from quarters. SN Perk approaches him and asks his opinion about a financial problem he has incurred through unwise installment buying. Green advises Perk, but suggests that he consult the Legal Assistance Referral Officer concerning the matter.

3) MIDN Bark's Company Commander asks him to "come around" and gives him extra instruction on a matter of military courtesy which Bark had repeatedly been observed violating.

10 An officer might initiate a counseling interview to discuss a subordinate's performance on the job, or to discuss some disciplinary matter.

Which of the following might be valid reasons for an officer to initiate an interview?

a. To discuss a subordinate's violation of a regulation which was apparently due to misunderstanding

b. To find out what is bothering a seaman who has been frequently reporting (apparently without good cause) to sick bay

c. To find out, by questioning one of the popular seamen, what the men in his unit think of him

d. All of the above

11 The second major type of counseling interview, the counselee-initiated, may take place when a subordinate wishes to discuss some aspect of his job or career with his immediate senior. It might also arise if the subordinate wishes to discuss some emotional, family, or financial problem. It may also be directed, that is, a subordinate may be directed by some outside agency or another officer to seek counseling from his immediate senior.

Choose the example of a directed counselee-initiated interview.

a. Seaman Murk is told by an officer who observed him on liberty in improper uniform, to see his immediate superior for counseling regarding proper liberty uniform.

b. Seaman Lake asks for a counseling interview with his division officer to find out what opportunities exist for him to be advanced in rating.

c. Neither of the above

12 Some special difficulties are posed by the counselee-initiated interviews. First, the leader-counselor must be on guard for superficial statements from the subordinate seeking help. These might mask the true problem. Secondly, he must avoid jumping to conclusions about the nature of the problem before the subordinate can get to the "heart of the matter."

> LTJG Boom was approached by one of his seamen who said he wished to talk to him about possibilities of transferring to another work detail. Boom's interview with the seaman began with a discussion of possibilities for transfer, but under Boom's discreet guidance, the seaman finally blurted out that he was having a personality clash with a member of his present work unit, but was afraid that he might get in trouble for complaining about it. Boom managed to straighten out the problem, which was based on a misunderstanding, and the seaman went back to work on his old work detail.

LTJG Boom overcame which of the potential dangers of the counselee-initiated interview?

a. Superficial statements from the counselee which may hide the true problem

b. Jumping to conclusions about the nature of the counselee's problem before hearing him out

c. Both of the above

d. None of the above

13 It is often difficult to determine whether it is better to counsel and take corrective action or to counsel and recommend punishment. This is a particular dilemma for young, inexperienced officers or those newly reporting to a command.

The following example illustrates a case in which a Company Officer faced this dilemma.

> Two midshipmen 3/c from the same company checked out knockabouts for a Sunday of sailing. During the course of the afternoon, MIDN Loomis was observed to have violated the Rules of the Road on four separate occasions. MIDN Wassail was observed violating the Rules of the Road once. Both midshipmen were reported to their Company Officer. The Company Officer obtained all the facts of the violations and called both midshipmen into his office to counsel them individually. MIDN Wassail obviously had misinterpreted one of the Rules of the Road for sailboats. The Company Officer counseled Wassail, reviewed the Rules of the Road with him, and directed Wassail to review the rules before again checking out the knockabout.

In the case of MIDN Wassail, the Company Officer rightly chose the option of: (Choose one.)

a. Counseling and recommending punitive action

b. Counseling and taking corrective action

c. Assuming that counseling fulfilled the need for corrective action

14 The case of MIDN Loomis was a bit different. When the Company Officer talked to MIDN Loomis, it was obvious that he had flagrantly disregarded the rules of the road.

What action should the Company Officer take after ascertaining this?

a. Counsel Loomis on the importance of the rules and threaten him with more drastic action if the violation should happen again

b. Counsel Loomis on the importance of the rules and put Loomis on report, taking his knockabout qualification from the files until further notice

c. Direct Loomis to a superior officer for counseling regarding adherence to rules

d. None of the above

15 As you have seen in frames 13 and 14, an officer has an opportunity in the counseling session itself to decide whether to take corrective action or to recommend punishment against disciplinary offenders. As a rule, an officer must be prepared to act unhesitatingly when drastic action is called for, such as bringing official charges against a man, but he must guard against looking upon the counseling session as a vehicle for preferring charges. An officer is more likely to get information, give instruction, or gain cooperation by:

(Choose one.)

a. Keeping the counseling session in reserve for times when drastic action is called for

b. Keeping in mind that the corrective approach often will prevent the need for future drastic action

c. Keeping disciplinary matters out of the counseling realm entirely

---

16 In which of the following examples is counseling being used as a vehicle for taking corrective action toward a disciplinary problem?

a. One upperclass midshipman tells a midshipman 4/c who has violated a disciplinary rule to "come around," and instructs him in proper application of that rule.

b. Another upperclassman tells another plebe who has violated a disciplinary rule to "come around," and makes him do push-ups.

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

Goals of and Reasons for Counseling

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following statements best explains how a military leader-counselor differs from a professional counselor?

   a. The military leader-counselor seldom acts as a disinterested party and must consider first what is in the best interest of the military unit, and second, what is for the well-being of the man. The professional counselor, on the other hand, can act as a disinterested party and consider only what is for the good of the man.

   b. The professional counselor has uppermost in mind what is beneficial to the spiritual, moral, or mental needs of the individual. The military leader-counselor, on the other hand, must consider only what is in the best interest of the unit, regardless of how it affects the individual spiritually, morally, or mentally.

   c. The military leader-counselor must always act as a disinterested party, whereas the professional counselor has always to consider what is good for the man.

2. Read the following example of a counseling interview and select the appropriate description.

> LT Kane, the Flight Deck Officer, readily agreed when his Executive Officer, CDR McVey, proposed that they enter the ship's tennis tournament as a doubles team. However, he uneasily declined when the Executive Officer suggested they take the afternoon off for practice. Under McVey's discreet questioning Kane revealed his fear and dislike of LCDR Delaware, his department head. Kane related that Delaware jealously watched over each minute the Air Department officers were on the job. They were even accused of goofing off if they went to sick bay or took a coffee break in the wardroom. He guessed Delaware would be rough on him for asking permission to "cut out" for tennis with the Executive Officer.

The preceding discussion between LT Kane and CDR McVey is a:

a. Counselor-directed interview

b. Counselee-initiated interview

c. Counselor-initiated interview

d. Directed counseling interview

3. Which of the following states the overall objective of counseling?

a. To help initiate and maintain good senior-subordinate relationships

b. To provide a method of administering corrective action and punishment

c. To enable a leader to maintain personal contact with his subordinates

d. To enable a leader to discover and help solve the problems of his subordinates

---

4. Which of the following exemplify a directed counseling session? (More than one answer may be correct).

a. An officer notices that one of his subordinates on several occasions neglects to wear the prescribed uniform. He calls the subordinate in for counseling regarding this deficiency.

b. A subordinate is told by another officer, who is not his immediate senior, or some outside agency, to seek counseling from his immediate senior.

c. A subordinate requests an interview with a senior to discuss opportunities for advancement in rating.

d. A note comes down from the Chief of Staff to all section heads that they counsel their action officers on certain staff procedures.

5. From the following list, select the three immediate goals of counseling.

a. To enforce regulations

b. To give instruction

c. To give advice

d. To get information

e. To establish good personal relationships

f. To administer punishment

g. To gain cooperation

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. a
2. c
3. a
4. b, d
5. b, d, g

Now, go to Summary 2 on the next page.

Summary 2

Approaches in Counseling

Usually it is the circumstances under which a subordinate comes for counseling which determine the approach the counselor uses. There are three general approaches--the directive, the non-directive, and the eclectic approach.

The Directive Approach

The directive approach is most often used when the counselor has initiated the interview, or when a strong authoritarian or guidance role is needed. A counselor using the directive approach uses his experience and training to assist or direct the counselee in rationally analyzing his problem. The counselor takes an active role in the interview by:

1) Offering courses of action
2) Helping the counselee to evaluate the situation
3) Suggesting a solution to the problem
4) Attempting to influence the counselee to accept his solution

Generally, only in cases of discipline or corrective action is resolution of the problem left completely to the direction of the counselor. The directive counselor generally attempts to leave any decision up to the counselee, but is much more direct in his guidance than is the non-directive counselor, who will be discussed later. The aim of the directive

counselor is to structure the problem situation, yet at the same time leave to the counselee the final decision regarding its solution.

Common Tendencies in Directive Counseling

Directive counseling may take several different forms, each of which has certain advantages and disadvantages. The directive counselor may, for example, give advice to the subordinate. This presupposes that he fully understands the subordinate's problem and can prescribe the best solution. The disadvantage of advice giving is that it tends to breed dependency; that is, the counselee feels incapable of understanding and solving his own problem and relies too heavily on the counselor. For this reason, giving advice is especially unsuitable for solving emotional problems and should not be used in these cases.

Another directive method of counseling is admonishing or forbidding. Typical of this approach is the senior who threatens a deficient subordinate with corrective action or punishment in order to get him to change his behavior. The disadvantage of the admonishing or forbidding technique is that its effects are short-lived. Resentment and animosity may be aroused in the counselee treated in this way, and as soon as the fear of threatened punishment wears off, he will go back to the undesirable behavior patterns. Thus, to be effective, the admonishing technique requires reinforcement by actual punishment or corrective action.

The exhorting, or pep talk approach is another method of directive counseling. It has good short-term effects, but seldom causes permanent behavioral changes, since it tends to accentuate, rather than help solve problems. This is especially true in regard to emotional problems, for which the exhortation technique is especially unsuited.

Explaining is another method of directive counseling. The counselor using this technique listens briefly to the counselee's interpretation of the problem, then gives a detailed explanation of the problem according to his own viewpoint and interpretation. The shortcoming of this method is that it presumes that the counselee will accept the solution as interpreted by the counselor. This means that the counselor using the explanation technique has to make a special attempt to persuade the counselee to see things objectively and to accept his proffered solution.

A final technique of directive counseling is reassurance, or the "pat on the back" method. This is a commonly practiced and useful method of giving recognition to subordinates, yet it should be used sparingly. By reassuring a subordinate who has a deep-seated problem, the counselor may prevent him from experiencing the emotional release, or catharsis, which might have been achieved through some other method of counseling.

To conclude our discussion of the directive approach and its various techniques, the following general shortcomings must be pointed out. The directive approach to

counseling rests upon the following assumptions, all of which are highly questionable in the light of counseling research:

1) That the counselor can readily and rapidly understand the counselee's problem

2) That the counselor is familiar with the facts and issues involved

3) That the counselor knows the best solution

4) That the counselee will perceive and accept the counselor's proposed solution

Figure 1 on page 34 contains a case study which illustrates the directive approach.

The Non-Directive Approach

This approach differs from the directive in that it is based on these two assumptions: (1) that only the counselee is capable of solving his own problems, that any effective change must come from within, rather than from without; and (2) that every individual has the capacity to reorganize and reorient himself so that he becomes the type of person he really wants to be. The non-directive counselor, instead of actively guiding, advising, explaining, exhorting, or reassuring the counselee, seeks to establish an atmosphere of "permissiveness" in which the counselee may arrive at self-recognition. This does not mean, however, that the counselor plays a totally passive role. On the contrary, he actively plays the part of the understanding listener and subtly leads the counselee to the point from which he can work out his own program of self-improvement.

Heckmann and Huneryager suggest among others, the following guidelines for conducting a non-directive interview:

1) Avoid arguing or admonishing
2) Avoid displaying authority
3) Avoid giving advice
4) Help clarify positive courses of action

Although the non-directive approach to counseling has been used with great effectiveness, it does have certain disadvantages.

First of all, it may prove to be too time consuming. While you are encouraging the individual to solve his own problems, you are probably not giving advice or suggesting solutions which might enable him to realize in a short period of time what his basic problem is and how to solve it. Rather, you must wait until he arrives at such a realization through his own thinking and self-analysis.

Another disadvantage is that the counselee may feel he is not being helped. He comes to the counseling session with the idea that the counselor will explain what is bothering him and tell him what to do. When he discovers that the counselor wants him to come to a solution through his own analysis of the problem, he may feel that the counselor is really no help.

A third disadvantage of the non-directive counseling

method is that excessive consideration or sympathy from the counselor may result in the counselee's dependence or fixation on the emotional aspect of the problem. The counselee may decide the problem is bigger than he thought, and rather than attempting to find a simple solution, he may place great emphasis on his emotional reactions to the problem, creating even more frustration. Or he may unconsciously, or consciously, enjoy the attention from his counselor and dwell upon the problem rather than seek a solution. Figure 2, on page 35, contains a case study which illustrates the non-directive approach.

The Eclectic Approach

This approach to counseling calls for the selection of the most appropriate of the various techniques of counseling and applying them to suit the particular situation. The counselor using the eclectic approach analyzes the counselee's problem and employs the technique which he feels most suitable, without strictly adhering to any one approach. A counselor is using the eclectic technique when he begins an interview using a non-directive method, and later on in the interview switches to the directive method. Figure 3, on page 36, contains a case study which illustrates the eclectic approach.

Evaluation of Counseling Approaches

The military leader will be called upon frequently to act as counselor. He should strive to develop skill in applying the theoretical approaches judiciously, as the situation and his good judgment and experience dictate. Some skills that a counselor will find useful, no matter which approach he uses, are:

1) Exhibiting an attitude of acceptance of the counselee

2) Empathizing with the counselee, attempting to:

   a) Adopt his frame of reference

   b) See the situation through his eyes

   c) Treat every person as an individual, not as a member

3) Except in cases requiring punishment or corrective action, final decision should be left to the counselee. It is paramount that the counselee make his own decision on the problem at hand.

Though it should never be considered a panacea, counseling can be an invaluable aid in maintaining good senior-subordinate relationships.

This is the end of Summary 2. Now, go to page 38 and take the Quiz.

CASE STUDY:

THE DIRECTIVE APPROACH IN COUNSELING

MIDN Smash entered the Naval Academy after having completed a successful senior year in his high school, having been not only an outstanding scholar, but also an allstate star basketball player. After four weeks of the rigorous plebe summer, MIDN Smash stated to his Company Officer that he planned to turn in his resignation. The Academy Plebe and Varsity basketball coaches scheduled counseling sessions with Smash to try and dissuade him from making this hasty decision. The head basketball coach, in his counseling session with Smash, used the pep-talk approach, pointing out how valuable an addition Smash would be to the basketball squad, and emphasizing how highly Smash had been recommended by his coaches in high school. Then the Assistant to the Commandant of Midshipmen talked to him, using the advice-giving approach, telling Smash that it was his experience with other cases such as his, that things started looking up after the first month. He said it would be unwise to make such an important and final decision as resignation without having given the Academy a fair chance. Another of Smash's advisors, the Firstclassman Platoon Leader, used the explanation approach, presenting Smash with the facts that he had performed quite adequately up to now. He said the feelings of inadequacy and dissatisfaction Smash felt were shared by many of his colleagues who did not turn in their resignations, but chose instead to cope with the problem. A final interview with his Battalion Officer was a typical pat on the back session. The Battalion Officer pointed out how well Smash had performed in the brief period he had been a plebe, and expressed disappointment that the Academy might lose a good man because of a hasty decision. MIDN Smash reconsidered and did not resign after all.

Figure 1

CASE STUDY:

THE NON-DIRECTIVE APPROACH IN COUNSELING

MIDN Smash decided not to resign from the Academy during plebe summer, and had two successful years both in the classroom and on the basketball court. During his second class year Smash decided that he no longer wished to play basketball. He wanted instead to concentrate his work along academic lines and to attempt to become a Trident Scholar. Smash requested a counseling session with his Company Officer to discuss this decision, and the Company Officer wisely chose the non-directive approach. He realized the basketball team would suffer a great loss if Smash gave it up, but realized that Smash had given the decision a lot of thought, and that it would be unwise to try and dissuade him from making this decision. He listened sympathetically as Smash explained his reasons for wanting to drop basketball, and tried not to interfere as Smash talked out the various advantages and disadvantages that would ensue from his decision. As far as the Company Officer could tell from this interview (which had consisted of mostly listening on his part, with a few pertinent questions) Smash had made a wise decision and was fully aware of the extra effort he would have to make in order to qualify as a Trident Scholar. Smash subsequently dropped basketball, devoted his full effort to academic work, and did become a Trident Scholar.

Figure 2

CASE STUDY:

THE ECLECTIC APPROACH IN COUNSELING

MIDN Smash had discussed with some of his colleagues the possibility of joining the Marine Corps upon his graduation from the Academy. He requested an interview with the Senior Marine Officer to further discuss this matter. The Senior Marine Officer took the eclectic approach in interviewing Smash, advising him to become a Marine officer, yet at the same time, letting him have an opportunity to "get it all together." By using this approach, the Senior Marine Officer could ensure that Smash was well informed concerning the requirements and demands that would be made upon him as a Marine, yet at the same time prevent him from feeling that he had been "talked into" joining. Smash left the interview feeling confident in his desire to be commissioned as a Marine officer.

Figure 3

REFERENCES

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Hepner, N.W., Psychology Applied to Life and Work (Fourth Edition). Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966

Wolfe, M.E., and Mulholland, F.J., Naval Leadership (Second Edition). Annapolis: U.S. Naval Institute, 1967.

Summary Pre-Quiz 2

Approaches in Counseling

Answer the following questions as indicated in your Student Guide.

---

1. Match each counseling approach with the appropriate description.

a. Eclectic	1) Counselor takes active, guiding role, structures problem for counselee, yet in most cases, leaves decisions up to him.
b. Directive	2) Counselor takes role of sympathetic listener, creates atmosphere of permissiveness in which counselee can work out own solution to problem.
c. Non-directive	3) Counselor uses whatever counseling approach suits the situation at hand, employing, at times, more than one technique in a single session.

2. Which statement best describes the shortcomings of the directive approach to counseling?

a. The directive approach is based on four questionable assumptions: that the counselor can understand the counselee's problem, that he knows the facts and issues involved, that he knows the best solution, and that he can get the counselee to accept his solution.

b. The directive approach is based on the two following questionable assumptions: that only the counselee can solve his problems, and that every individual has the capacity to reorganize himself to become the type of person he wants to be.

c. The directive method is likely to prove too time consuming for the leader-counselor. In addition the counselee may get the feeling that he is not really being helped, and dwell unnecessarily on the emotional aspects of his problem.

---

3. Advice-giving, exhortation, reassurance, admonishing, and explaining are techniques typical of which approach to counseling?

a. Directed

b. Eclectic

c. Directive

d. Non-directive

4. Which describes the eclectic counseling approach?

   a. A form of directive counseling in which the counselor administers punishment or corrective action

   b. A method in which the counselor varies his approach to meet the demands of the particular situation...sometimes combining directive and non-directive techniques in the same interview

   c. A counseling technique in which the counselor chooses one method and develops skill in applying it to different situations

   d. None of the above

---

5. Read the following example and then decide which counseling approach is being used.

   LTJG Frank listened intently and with considerable interest as CWO Runyon unfolded his story about his son's dropping out of school and of his son's plans to enlist. Then CWO Runyon caught his Division Officer by surprise when he asked where he had gone wrong with the boy and how he could rectify the error. Wisely, Mr. Frank ducked the question, realizing that he was ill-equipped to help his Maintenance Officer without having more background information. Then by careful questioning, he encouraged CWO Runyon to speak more openly and fully. That was the first of many evening talks together as the Division Officer probed deeper into the story. CWO Runyon, feeling he had a friendly and sympathetic audience, freely told everything the Division Officer needed to get to the heart of the matter.

   Which of the counseling approaches is LTJG Frank employing?

   a. Directive

   b. Non-directive

   c. Eclectic

   d. All of the above

6. Select the two items which do not belong in this list of guidelines for conducting a non-directive interview.

a. Give advice

b. Remind man of your position of authority

c. Avoid arguing or admonishing

d. Help clarify positive courses of action

Now, go to the next page and check your answers.

ANSWERS TO SUMMARY PRE-QUIZ 2

1. a-3, b-1, c-2
2. a
3. c
4. b
5. b
6. a, b

If you missed one or more questions go to Programed Sequence 2 on the next page.

Programed Sequence 2

Approaches in Counseling

OVERVIEW: In this programed sequence you will learn three approaches to counseling, the directive, the non-directive, and the eclectic. The advantages and disadvantages of each approach will be discussed, as well as different techniques used in each. The sequence concludes with an evaluation of the three approaches.

---

1 Usually it is the circumstances under which a subordinate comes for counseling which determine the approach a counselor takes. The directive approach is most often used when the counselor has initiated the interview, or when a strong, non-emotional guidance role is needed.

You might infer from this that the directive approach calls for: (Choose one.)

a. A passive, sympathetic and permissive role on the counselor's part

b. An active, rational and firm guidance role on the counselor's part

c. An unbending, rigid attitude on the counselor's part

2 The directive approach in counseling requires the counselor to take an active role in the interview by:

1) Offering courses of action

2) Helping the counselee to evaluate the situation

3) Suggesting a solution to the problem

4) Attempting to influence the counselee to accept his solution

Which of the following would a directive counselor not be likely to do?

a. Try to persuade the counselee to accept what he thinks to be a good solution to the problem

b. Offer suggestions and aid the counselee in evaluating his problem

c. Allow the counselee to work out the problem on his own, withholding his own opinion

d. Suggest alternative courses of action for attacking the problem

---

3 The directive counselor generally attempts to leave any decisions up to the counselee (except in discipline cases which call for corrective action or punishment).

Which of the following is true?

a. A directive counselor always tries to leave decisions in the hands of the counselee, even in discipline cases.

b. A directive counselor always tries to leave decisions in the hands of the counselee, except in discipline cases.

c. A directive counselor always tries to make all decisions for the counselee, except in discipline cases.

d. None of the above

4 The aim of the directive counselor is, then, to structure the problem situation with the counselee, yet at the same time try to leave the final decision regarding its solution up to the counselee.

In which of the following examples is the counselor using the directive approach?

a. LTJG Mast has noticed that one of his outstanding seamen, SN Barge, has suddenly fallen off in his on-the-job performance. He calls Barge in for counseling and points out that he has noticed the deficiency in his work, which is usually outstanding, and asks him for an explanation. Barge explains that he is having troubles with his wife and is worried constantly that she will sue him for divorce. Mast recognizes that Barge's problem would most appropriately be referred to the chaplain, and explains to Barge that letting his personal problems affect his usually good work can only add to his worries. Barge agrees and accepts Mast's suggestion that he see the chaplain about his marital problem.

b. LTJG Boom is approached by PO3 Spar, who asks Boom's advice about buying an expensive encyclopedia set for his family on the installment plan. Boom listens as Spar explains his reason for wanting to buy the books, i.e., he has two small children who will be able to use it in their school work. Spar points out that it would be a budget strain to meet the payments, especially this year, since there have been a lot of unexpected medical expenses in his family, but that he feels this investment is worth the strain. LTJG Boom points out that he is familiar with the encyclopedia in question and feels it is probably too advanced for children the age of Spar's. Spar ends the interview by deciding that it would be wiser to postpone buying the books for a few years till his children could appreciate them and he could better afford them.

c. Both of the above

d. None of the above

5 Let's discuss now some of the common tendencies and techniques used in directive counseling. The first of these is advice giving. This technique presupposes that the counselor can fully understand the subordinate's problem and can prescribe the best solution.

What do you suppose the disadvantage of advice giving might be?

a. It tends to give the counselee too much independence in attacking his problems and making decisions.

b. It tends to breed dependency, i.e., over-reliance of the counselee on the counselor for making decisions.

---

6 Giving advice tends to cause the counselee to feel incapable of solving his own problems and to rely too heavily on the counselor. For this reason, it is probably unsuited to dealing with: (Choose one.)

a. Emotional problems

b. Matters of policy

7 Admonishing or forbidding is another technique of directive counseling. Typical of this method is the senior who threatens a deficient subordinate with "I'll put you on report if this happens again." The disadvantage of admonishing or "scolding" is that its effects are short-lived: As soon as fear of threatened punishment wears off, the undesirable behavior will reappear.

Which of the following counseling sessions will probably have the most lasting and positive effect?

a. ENS Steed, a division officer, is having difficulty with PO3 Whiplash, who continually fails to keep up-to-date control records of registered publications. He counsels Whiplash and threatens him by saying if he sees no improvement in Whiplash's record-keeping, he will put him on report.

b. ENS Wells notices the continued failure of PO2 Berman to keep his Watch, Quarter and Station Bill up-to-date. He counsels Berman and finds out that Berman has been burdened with extra duties recently, and has continually put off this routine duty. Wells counsels Berman on the importance of keeping current the Watch, Quarter and Station Bill, and suggests more efficient ways for him to handle the extra duties. He then expresses confident hope that Berman, now that he is aware of the importance of this duty, will not again fall behind.

8 To be effective, the admonishing technique requires reinforcement by actual punishment or corrective action.

The counselor who continually admonishes, without actually carrying out his threats, will probably: (Choose two.)

a. Incur respect and admiration from his counselees for his use of authority to maintain discipline

b. Incur the long-lasting positive effects brought about by threatening, not administering punishment.

c. Incur the resentment and animosity of his counselees

d. Be forced to carry out his threats occasionally, to reinforce them in the eyes of his counselees

---

9 Another technique of directive counseling is the exhorting, or pep talk method. This has good short-term effects, as many a football coach will agree. However, for individuals with deep-seated problems, such as emotional ones, the pep talk technique skirts the real problem, and may even accentuate rather than solve the problem.

In which of the following cases would the pep talk counseling method be appropriate?

a. When counseling a seaman who seems to be getting discouraged about his future with the Navy

b. When counseling a seaman who has broken down several times under the strain of combat conditions

10 Explaining is another technique often used in directive counseling. The counselor employing this method listens briefly to the counselee's interpretation of the problem and then launches into a detailed explanation of the problem as he sees it.

Which exemplifies the explaining method of counseling?

a. MIDN White, a Midshipman Company Commander, is counseling one of his plebes regarding the need to improve his grade in one course. He asks the plebe to "come around," listens for a minute while the plebe gives some rather lame excuses for doing poorly, then interrupts to tell him his theory of why he is doing poorly. White took the course in question under the same professor, and found the professor very hard to understand.

b. MIDN Black, another Company Commander, is counseling another plebe regarding his low grades in another course. Black lets the plebe give his own interpretation of why he is doing poorly, and asks him to suggest in what areas he thinks he could use extra instruction, offering to arrange that this needed instruction be given.

---

11 A major shortcoming of the explanation technique is that it presumes the counselee will accept the counselor's solution to his problem. It places a great burden on the counselor to: (Choose one.)

a. See things objectively and persuade the counselee to accept and understand his proffered solution.

b. Accept the solution to the problem offered by the counselee himself.

12 Let's stop for a moment and review the techniques of directive counseling discussed so far. They are:

1) Exhortation, pep talk
2) Explanation
3) Admonishing, forbidding
4) Advice giving

In all of the above techniques, who takes the most active role?

a. The counselee
b. The counselor

---

13 A final technique of directive counseling is the "pat-on-the-back" method. This is a commonly used and useful way of granting recognition to subordinates.

Supposing you were LTJG Winner, and one of your petty officers had mentioned to you that a seaman had been performing extremely well and was actively working for advancement in rating.

Which technique might you best employ in counseling the seaman?

a. The explanation technique
b. The exhortation technique
c. The "pat-on-the-back" technique
d. None of the above

14 Reassurance or the "pat-on-the-back" should be used sparingly in the counseling realm. By reassuring a man with a hidden problem, you may prevent him from experiencing a much needed catharsis (emotional release) attainable through some of the non-directive approaches.

Which kind of counseling session would be most beneficial to a man suffering from deep-rooted inferiority feelings?

a. A pep-talk session praising his accomplishment

b. An admonishing session, chiding him for his feelings of inferiority

c. A non-directive session, i.e., one in which you let <u>him</u> do most of the talking

15 Match each named technique with the appropriate counselor's words. (Use all the lettered items.)

a. Explanation

b. "pat-on-the-back"

c. Exhortation

d. Advice giving

e. Admonishing

1) "Come on now, show me what you can really do..."

2) "You've got it all wrong. The way I see it, the problem is this..."

3) "Well done, Jones. I heard about..."

4) "Why don't you try solving your difficulties with the men this way..."

5) "The next time I catch you in non-reg uniform, I'm going to put you on report!"

16 The shortcomings of the directive approach to counseling may be summarized as follows. The directive approach rests on the following four assumptions, all of which are highly questionable viewed in the light of counseling research:

1) That the counselor can readily and rapidly understand the counselee's problem

2) That the counselor is familiar with the facts and issues involved

3) That the counselor knows the best solution

4) That the counselee will perceive and accept the counselor's proposed solution

Keeping this in mind, complete this statement.

The directive approach to counseling places an undue responsibility on:

a. The counselee, who must be able to clearly and willingly explain and solve his problem, be familiar with the facts and issues involved, know the best solution, and propose that solution to his counselor

b. The counselor, who must rapidly understand the counselee's problem, be familiar with the facts and issues involved, know the best solution, and be able to convince the counselee to accept it

c. None of the above

17 Select the four questionable assumptions which underlie the directive counseling approach.

a. That the counselor will perceive and accept the counselee's proposed solution

b. That the counselor knows the best solution

c. That the counselee knows the best solution

d. That the counselee will perceive and accept the counselor's proposed solution

e. That the counselor is familiar with the facts and issues involved

f. That the counselor need not be familiar with the facts and issues involved

g. That the counselee can readily accept and rapidly understand the counselor's problem

h. That the counselor can readily and rapidly understand the counselee's problem

---

18 The second general approach to counseling is the non-directive. This, as its name implies, places the responsibility for problem solving on the counselee.

Which are probably underlying assumptions of the non-directive approach?

a. That only the counselee is capable of solving his own problems, that any effective change must come from within, rather than from without

b. That every individual has the capacity to reorganize and reorient himself to become the type of person he really wants to be

c. Both of the above

19 The non-directive counselor, instead of obviously guiding, advising, exhorting, or reassuring the individual, seeks to establish an atmosphere of "permissiveness," acting as a receptive listener, occasional questioner, so that the counselee is able to arrive at self recognition.

The non-directive counselor: (Choose one.)

a. Plays a totally passive role in the interview

b. Plays the only active role in the interview

c. Plays an advisory role in the interview

d. Plays an active role of interested listener in the interview

---

20 Look at the following useful guidelines for conducting a non-directive interview, then answer the question on the next page.

Heckmann and Huneryager suggest the following guidelines for conducting a non-directive interview:

1. Avoid arguing or admonishing
2. Avoid displaying authority
3. Avoid giving advice
4. Help clarify positive courses of action

Keeping in mind the guidelines for conducting a non-directive interview, what might be the disadvantages of this approach?

a. It may prove to be time consuming, i.e., it may take longer to solve the basic problem than would advising, or suggesting solutions.

b. The counselee may feel he is not being helped, having come to the counseling session expecting advice and direction from the counselor.

c. The counselee may dwell upon the problem, enjoying the attention and sympathy he has won from the counselor.

d. All of the above

---

21. A third and final approach in counseling is the eclectic approach. This calls for selection of the most appropriate method according to the particular situation, even for switching methods during the course of an interview. A counselor using the eclectic approach might then use: (Choose one.)

a. The directive approach

b. The non-directive approach

c. A combination of directive and non-directive approaches

d. All of the above

22 Which is true of an eclectic counselor?

a. He modifies his approach according to the demands of the situation and does not strictly adhere to any one method.

b. He attempts to use as many methods as possible during the course of one interview and disregards the special demands of the particular situation.

---

23 In which of the following cases would the eclectic approach be called for?

a. When a counselor has called in a subordinate for a directive interview, and finds out, through questioning, that the problem is deeper and more complex than he imagined

b. When the counselor has been unsuccessful at getting at the problem through directive approaches, and wishes to try some other method

c. Both of the above

SUMMARY: Let us briefly evaluate the counseling approaches we have discussed in this programed sequence. The military leader will be called upon frequently to act as counselor. He should strive to develop skill in applying the theoretical approaches--directive, non-directive, and eclectic--judiciously, as the situation and his experience dictate. Some skills that a counselor will find useful, no matter which approach he uses, are:

1) Exhibiting an attitude of acceptance of the counselee

2) Empathizing with the counselee, attempting to:

   a) Adopt his frame of reference

   b) See the situation through his eyes

   c) Treat every person as an individual, not as a number

3) Except in cases requiring punishment or corrective action, final decision should be left to the counselee. It is paramount that the counselee make his own decision on the problem at hand.

Though it should never be considered a panacea, counseling can be an invaluable aid in maintaining good senior-subordinate relationships.

Now, take the Quiz on the next page.

Summary Post-Quiz 2

Approaches in Counseling

Answer the following questions as indicated in your Student Guide.

---

1. Select the two items which do not belong in this list of guidelines for conducting a non-directive interview.

   a. Give advice

   b. Help clarify positive courses of action

   c. Avoid arguing or admonishing

   d. Remind man of your position of authority

2. Read the following example and then decide which counseling approach is being used.

> LTJG Frank listened intently and with considerable interest as CWO Runyon unfolded his story about his son's dropping out of school and of his son's plans to enlist. Then CWO Runyon caught his Division Officer by surprise when he asked where he had gone wrong with the boy and how he could rectify the error. Wisely, Mr. Frank ducked the question, realizing that he was ill-equipped to help his Maintenance Officer without having more background information. Then by careful questioning, he encouraged CWO Runyon to speak more openly and fully. That was the first of many evening talks together as the Division Officer probed deeper into the story. CWO Runyon, feeling he had a friendly and sympathetic audience, freely told everything the Division Officer needed to get to the heart of the matter.

Which of the counseling approaches is LTJG Frank employing?

a. Eclectic

b. Directive

c. Non-directive

d. All of the above

3. Which describes the eclectic counseling approach?

   a. A method in which the counselor varies his approach to meet the demands of the particular situation...sometimes combining directive and non-directive techniques in the same interview

   b. A form of directive counseling in which the counselor administers punishment or corrective action

   c. A counseling technique in which the counselor chooses one method and develops skill in applying it to different situations

   d. None of the above

---

4. Advice-giving, exhortation, reassurance, admonishing, and explaining are techniques typical of which approach to counseling?

   a. Directed

   b. Eclectic

   c. Non-directive

   d. Directive

5. Which statement best describes the shortcomings of the directive approach to counseling?

a. The directive method is likely to prove too time consuming for the leader-counselor. In addition the counselee may get the feeling that he is not really being helped, and dwell unnecessarily on the emotional aspects of his problem.

b. The directive approach is based on the two following questionable assumptions: that only the counselee can solve his problems, and that every individual has the capacity to reorganize himself to become the type of person he wants to be.

c. The directive approach is based on four questionable assumptions: that the counselor can understand the counselee's problem, that he knows the facts and issues involved, that he knows the best solution, and that he can get the counselee to accept his solution.

6. Match each counseling approach with the appropriate description.

a. Directive	1) Counselor takes active, guiding role; structures problem for counselee; yet in most cases, leaves decisions up to him.
b. Non-directive	2) Counselor uses whatever counseling approach suits the situation at hand, employing, at times, more than one technique in a single session.
c. Eclectic	3) Counselor takes role of sympathetic listener, creates atmosphere of permissiveness in which counselee can work out own solution to problem.

Now, go to the next page and check your answers.

ANSWERS TO SUMMARY POST-QUIZ 2

1. a, d
2. c
3. a
4. d
5. c
6. a-1, b-3, c-2

This is the end of Part Eight, Segment IV.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment IV

Introduction to Counseling

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

INTRODUCTION TO COUNSELING

PROGRESS CHECK

Question 1.

LT Englehart's jet fighter overran the rain-slick runway, yet luckily, was undamaged. The Operations Officer, LCDR Ferris, had observed the landing and realized LT Englehart was at fault and not the brakes, as LT Englehart claimed. Not wishing to embarrass his Assistant Operations Officer in front of the junior pilots, LCDR Ferris remained silent. Later that afternoon, LCDR Ferris discussed the incident with LT Englehart and pointed out the faulty techniques LT Englehart had used in the landing and roll-out that caused him to overrun. Then he explained what should have been done and the rationale. LT Englehart fully understood for the first time the aerodynamic and mechanical considerations in landing and braking an aircraft on a slippery runway. From this narrative, select the goal of LCDR Ferris during his counseling interview with LT Englehart.

a. To gain cooperation
b. To give instruction
c. To get information
d. All of the above

Question 2.

Which of the following statements best describes the overall objective of counseling?

a. To establish what is best for the unit as a whole

b. To maintain personal contact with the men and give them recognition

c. To gain cooperation from the men in the unit

d. To help initiate and maintain good senior-subordinate relationships

---

Question 3.

ENS Transmitter has an "open-door policy" with his men. Through his CPO, PO1 Sparks requests an interview with ENS Transmitter. Sparks is an outstanding petty officer and states as his reason for the interview his desire to obtain transfer to any other ship or station. After evaluating the information provided by PO Sparks, ENS Transmitter determines that Sparks wants more responsibility than maintaining the emergency radio equipment.

Based on the above example, select from the choices below the reason for the counseling session.

a. Counselor initiated

b. Directed counseling

c. Counselor directed

d. Counselee initiated

Question 4.

Which of the following states why a counselor might initiate an interview?

a. To discuss the counselee's effectiveness in his job

b. To clarify some matter of discipline which the counselee has violated, apparently through ignorance

c. Both of the above

d. None of the above

Question 5.

CWO Runyon is an officer with 26 years service. He has a reputation of being rough on his subordinates. However, he is a dedicated officer who works harder and longer than anyone else. He has followed his hardnosed line with his son who has quit school with the intention of enlisting to get away from home. Now CWO Runyon has some misgivings over his treatment of the boy. Wishing he knew how to right past wrongs, he seeks out his Division Officer, LTJG Frank, for advice. LTJG Frank knows Runyon well but is unaware of any friction between the "Gunner" and his son. Thus, he is unprepared when CWO Runyon starts talking about his problem.

If you were LTJG Frank, which counseling approach would you choose?

a. Non-directive
b. Advising
c. Directive
d. Exhorting

Question 6.

ENS Stoker, the B Division Officer, has a problem with BT3 Gauge, the Oil King aboard the USS Sailer. He has a counseling session with Gauge regarding the daily fuel and water reports and states, "If there is no improvement in the maintenance of your records, I'll take you to mast."

Which of the following statements best describes the probable effect of ENS Stoker's action?

a. BT3 Gauge will square away his records and do a good job.

b. BT3 Gauge will continue his present habits.

c. BT3 Gauge will improve the maintenance of his records, but he will eventually return to his old behavior pattern.

Question 7.

ENS Consul was standing the mid-watch with RD3 Spindrift. During a casual conversation, Spindrift began talking about a new powerful and expensive car he was thinking of buying. ENS Consul squelched his impulse to give a quick reply about the foolishness of such an expensive purchase. Instead, realizing that there would be little to do in the next two hours, he asked Spindrift to tell him all about the special features of the car. He listened with attention and interest. Then, he asked Spindrift how much it would cost and how much he had to pay and for how long. Spindrift figured that he could make the payments but with not much to spare. After Spindrift spent some time talking about the sacrifices that he could make to cut down expenses in other areas, ENS Consul asked about gas consumption and maintenance. Again, Spindrift did a lot of figuring and planned more drastic sacrifices until he showed that he could just barely make the payments over the three-year period. ENS Consul asked a question now and then about insurance, taxes on the car, depreciation, etc. Spindrift managed to express a pretty confident approach to all the expenses. After awhile, routine duties interrupted any more casual conversation. However, just before they finished the watch, Spindrift ended a thoughtful silence by saying, "You know, Mr. Consul, I'd be out of my skull to buy such an expensive car."

During the watch discussed above, ENS Consul:

a. Wisely did not attempt to counsel an individual during a watch

b. Judiciously applied a non-directive approach

c. Deliberately avoided an opportunity to counsel a subordinate

d. Applied both directive and non-directive techniques, in other words, the eclectic approach

Question 8.

Which of the following assumptions underlies the non-directive approach to counseling?

a. Only the counselor concerned can solve the counselee's problems.

b. A counselee will accept the facts as given, including the counselor's facts and solution.

c. Every individual has the capacity to reorganize or orient himself so that he becomes the type of person he really wants to be.

d. Both a and b above

Question 9.

ENS Dunnage is planning an interview with RM3 Mast about re-enlistment. From the record in front of him and from a previous conversation, ENS Dunnage knows that Mast is not fully aware of the many courses of special training for which he is eligible. He feels that if Mast were encouraged to select a few of these courses in which he might be interested, he could give Mast specific help in applying for one of these courses. At the same time, he could also get Mast to open up and talk about his doubts and expectations about another hitch. ENS Dunnage decides to spend the first part of the interview explaining the opportunities to Mast, and feels that, by being a patient, interested listener in the latter part of the interview, he can get Mast to talk out his situation and decide for himself about taking advantage of the opportunities offered by re-enlisting.

To accomplish this interview as he planned it, ENS Dunnage would have to employ which of the following counseling techniques?

a. Eclectic
b. Exhortation
c. Non-directive
d. Directive

Question 10.

Select the statement below which best describes the general conclusion relative to the various approaches to counseling.

a. Good counseling technique comes naturally, so long as one is well versed in the theoretical approaches.

b. Good counseling technique depends not so much on the counselor's skill, as the theoretical approach used.

c. Good counseling technique cannot be learned; therefore, it is useless to study the various approaches if one lacks skill in counseling.

d. None of the above

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Eight SEGMENT IV

REMEDIATION TEXT Syndactic Text-Volume VIII-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Summary 1 Pages 1-2
2	d	Summary 1 Page 1
3	d	Summary 1 Pages 3-4
4	c	Summary 1 Pages 3-4
5	a	Summary 2 Pages 30-32
6	c	Summary 2 Page 28
7	b	Summary 2 Pages 30-32
8	c	Summary 2 Page 30
9	a	Summary 2 Page 32
10	d	Summary 2 Page 33
11		
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13		
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment V

The Counseling Process

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"A body of soldiers, as I cannot too often repeat, is worth only what its leaders are worth. The latter must constantly consider the soldier's needs and keep his mind absorbed by drills and exercises interrupted by amusements so that he is not unduly isolated and confronted by depressing thoughts."

1841-1931, World in Revolt
Gustave le Bon

In this segment you explore detailed procedures involved in counseling your men. We will discuss such problems as whether or not a formal session is needed, how you may prepare for a counseling session, and finally, what background information may be necessary. Counseling techniques that have proved effective are explored together with examples of how best to use them. The professional help available to you and how it can make your job easier and optimize the results of counseling are discussed in some detail. Upon completion of this segment, you should have an understanding of the basic background qualification that the leader will need as a counselor.

THE COUNSELING PROCESS

Summary 1

The Leader as a Counselor

Introduction

A leader, at whatever echelon in the chain of command, will be required to be a counselor. Counseling is advising an individual to the extent that an attempt is made to help him understand his problem so that he may carry out a plan for its solution. He must be able to offer the assistance to his men that will help them in their personal adjustment. He is not expected to become a sophisticated professional counselor because of certain limitations: lack of professional training, lack of adequate counseling facilities and the inordinate amount of time which may be required. However, he must attempt to empathize with the counselee, adopt his frame of reference and see things through the counselee's eyes.

Counseling should not only be thought of in the restricted formal sense. On a daily basis, a leader is confronted with a multitude of counseling situations. At times, the leader himself initiates the counseling by discussing a subordinate's effectiveness or some particular disciplinary matter which the leader has noticed. This type of counseling could take place at any time. On other occasions, the subordinate will bring his problems to the leader.

Problems may range from dislike of a job to emotional, family, or financial problems. This type of counseling would probably take place in the traditional counseling situation with the leader and his subordinate seated in a quiet room in a relaxed atmosphere.

Regardless of the situation, the counselor must realize that the decision and choices that are made are ultimately those of the individual being counseled.

Know Your Men

There is no more effective leadership technique for maintaining personal contact with the men, and giving them recognition, than through personal interviews and counseling. A leader must know his men.

The study of each individual in the unit should be a never ending process. Much can be learned by studying service records and qualification cards. Through these, a leader can get a comprehensive picture of the makeup of his unit. But these alone are not enough. The man himself must be studied. The officer should know each man's temperamental characteristics, his weaknesses and strengths, his hopes and aspirations. He should know something of the lives of his men before they entered the service, something about their families, their educational backgrounds. He should constantly endeavor to know their state of mind, their attitudes toward the service, and all the minor things that tend to raise or lower their morale.

Much of the knowledge can be obtained from the men themselves. But if a man is formally questioned, he will often leave many things unsaid. If he lacks confidence in his officer, he will react in the same way. The ability of an officer to talk to a man in a way that shows understanding of him as a man is a sure way to gain his confidence. When it seems appropriate, the official military relationship can be temporarily set aside and a man put at ease by allowing him to sit down and talk things over informally.

The counselor should avoid an over-rigid attitude or treating a counseling session in a routine manner. If the counselee senses that his problem is being treated "by-the-numbers", the effectiveness of the counseling session will be destroyed before it has begun. The officer should approach the counseling session with a serious but cheerful attitude.

As a further safeguard against making himself inaccessible, the officer needs to know the procedures that have been established by his immediate subordinates. At all levels of command, it is often the propensity of those "nearest the throne" to think up new ways to keep all hands from "bothering the old man." However positive an order to the contrary, these "do gooders" will frequently try to circumvent it, mistakingly believing that by this act they are helping the senior. No

alert officer will permit those in the chain of command below him to cut him off in this manner from close contact with the men he commands.

It is never a waste of time for an officer to talk to his men about their personal problems. Even though the problem in itself may seem small to him, it is highly important to the man concerned, and therefore, it must not be dismissed lightly.

For instance, a man's wife may be sued for damage inflicted in an automobile collision, or she may have unwisely contracted for furniture beyond their means, or one of the youngsters may be seriously ill. These are typical problems where the men will consult their officer if he is--as he should be--trusted by them as a friend and counselor.

Specific Consideration and Techniques

There are a number of considerations and techniques that can assist the leader. One of these is the type of counseling approach that should be used, and this should be the one that is most practical for the leader. Probably, the technique most used is the eclectic approach; however, this will depend on the leader's assessment of himself as a counselor, his knowledge of the person he is counseling and, the situation that exists at the time of counseling.

The Leader's Image

It is a difficult thing for a leader to assess accurately the image that he projects to his subordinates. It is apparent though, that if the subordinates are going to bring problems to the leader and if counseling is to be effective, the leader must have projected previously a "satisfactory" image to his subordinates. The effective counselor is one who is sincere, who is interested in his counselee as an individual, not as a number, and who has respect for human dignity. The role conflict of evaluator-counselor is reduced if the leader is considered to be fair and impartial, relatively free of biases and capable of objective analysis. Too often, leaders assume that subordinates will heed advice simply because it comes from a person in a position of authority.

Preparing for a Planned Counseling Session

Introduction

Prior to the actual counseling, it is necessary to make certain preparations. The physical setup can be important. In most planned counseling situations it is possible to have a comfortable room where the session can be conducted in a relaxed atmosphere. The session should be scheduled at a time when there will be no interruptions. Aside from the physical surroundings, certain protocol should be observed and this will vary with the reason for the counseling session.

The Listening Chair

In those counseling cases not involving a breach of discipline, the use of the listening chair technique is one way to reduce social distance. This technique also has several other distinct advantages.

By establishing a listening chair, a separate chair for the leader's use in counseling, the leader-counselor removes himself from his desk and its symbols of authority.

This expedites the establishment of rapport with the counselee. The counselee is likely to feel more at ease and more conversational when he recognizes a more relaxed atmosphere.

When the leader is in the listening chair, he is further reminded that his role in the counseling session is to listen, to get the counselee to talk, and hopefully, to guide the counselee so that he determines his own solution to his problem.

The listening chair technique is good to keep in mind and to practice. If in your junior officer years you don't rate an office and a listening chair, make an effort to have at least a listening place and a listening ear.

Counseling Protocol

Protocol is defined as the customs and regulations dealing with ceremonies and etiquette of the military. The term counseling protocol denotes the proper etiquette to be observed by the leader at the beginning of and during a counseling session.

The basic reasons for observing protocol are:

1) To minimize the social distance in appropriate cases

2) To make the counselee feel that he is part of an organization

3) To assure the counselee that the leader is sincerely interested in his welfare

Protocol of the initial greeting calls for a friendly, firm handshake in those counseling sessions which are nondisciplinary and in which the counselor has not previously met the counselee. If the counseling session is occasioned by disciplinary problems and will probably be directive in nature, the handshake should be omitted.

If the counselee initiates the interview, the counselor-leader should be seated in a relaxed manner in the "listening chair." If an interview is initiated by the counselor as a disciplinary tactic, the leader should sit behind his desk and the counselee should be seated or stand at parade rest as deemed appropriate.

Protocol will vary according to the situation. When new subordinate(s) come aboard, a counseling session in the office is appropriate with handshake and possibly the "listening chair" approach for a new man. If a group of subordinates comes aboard, the leader may conduct a group session, with handshakes when possible, to make policy statements, explain the mission and the organization, duties of personnel, standards to be maintained, etc.

When a new leader assumes command, counseling sessions should be held with each key subordinate for a get acquainted session.

Quite often the situation will dictate the form that the session should take. Newly reporting personnel may be counseled individually or as part of a group. The same situation exists when a new commanding officer reports aboard.

When the organization is under stress of combat, storms, or other emergency situations, counseling protocol may have to be altered significantly. Only individual judgment can establish the proper protocol at the time of the particular stress.

All of the situations affecting protocol and the procedures which are to be used are influenced by the facilities available for conducting counseling sessions. The lack of facilities, however, should never be the cause for deferring a counseling session.

Scheduling

The scheduling of a counseling session should be at a time when there is the least possibility of interruptions. Sessions should be scheduled only when the leader can give full attention to the individual.

This is the end of Summary 1. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 1

The Leader as a Counselor and Preparing for a Planned Counseling Session

Answer the following questions as indicated in your Student Guide.

---

1. LCDR Lupia, the Executive Officer of a destroyer, receives five letters from various creditors of SN Baker, who is assigned to the Supply Department. LCDR Lupia informs LT Shores, SN Baker's Division Officer, of the letters and directs LT Shores to counsel SN Baker on the seriousness of unpaid debts. LT Shores is well aware of SN Baker's tendency to buy luxury items, jewelry and clothing, on credit. He checks SN Baker's record and consults with the chief petty officer in charge of Baker's section to see if Baker has any recently developed problems known to the chief. LT Shores, who has no legal training, rereads the five letters noting that each has threatened legal action. He then notifies SN Baker to meet with him in his stateroom. After reading the five letters, Baker informs LT Shores that he has paid something on each of these accounts each pay day. Baker further volunteers that he has been sending money to his girlfriend for her to make payments on these debts also.

Identify LT Shore's most probable limitations in counseling SN Baker in this situation.

a. Lack of expertise and training to give legal advice

b. Lack of knowledge on financial and budgeting matters

c. Lack of background information on Baker's girlfriend

d. Lack of background information on SN Baker

---

2. Which is a leader's most effective leadership technique for maintaining personal contact with his men?

a. By studying their service records and qualification cards

b. By studying the men

c. By interviewing their former superiors

d. By personal interviews and counseling

3. LT Johnson has always been considered an exacting but fair division officer by his men. He has treated the men as individuals and has been objective in assessing their performance. On one occasion, BM2 King requests an appointment to see LT Johnson about a transfer to shore duty. LT Johnson listens to King's reasons why his request should be granted, but denies the transfer. King was disappointed but accepted the decision graciously.

Why was LT Johnson successful in this counseling session?

a. LT Johnson had previously projected a satisfactory image.

b. Because he was the Division Officer

c. LT Johnson listened to King's reasons.

d. Because counseling protocol was appropriate

---

4. In each of the following situations, choose which technique would be more appropriate.

a. Disciplinary

b. Family problem

c. Group meeting

d. Counselee initiated meeting

e. New subordinate

1) Listening Chair

2) Desk

5. You have been called upon to give a subordinate assistance with a career-planning problem. Select the example in which the preparation steps have been best attended to.

a. A comfortable room, a relaxed atmosphere, a listening chair, a time when there will be no interruptions, protocol.

b. A listening chair, a comfortable room, a relaxed atmosphere, a thirty-minute time limit, a review of the man's record, protocol.

c. A comfortable room, a relaxed atmosphere, a time when there will be no interruptions, a listening chair, a review of the man's records, protocol.

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. a
2. d
3. a
4. a-2, b-1, c-2, d-1, e-1
5. c

If all your answers are correct, go to Summary 2 on page 29. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

The Leader as a Counselor

OVERVIEW: One of the most time consuming duties of the junior officer is that of counseling and interviewing. For this reason, there is a tendency on the part of too many officers to avoid this procedure if there appears to be any other way of solving the immediate problem. This other way generally consists of referring the man to some specialist, such as the Public Relations Officer, the Chaplain or the Legal Officer. However, each junior officer must bear in mind that if he shunts too many of his men's problems to the shoulders of the specialists, he will cease to be their leader. He may still have the title, but in reality someone else has usurped his position. There is no better way for an officer to show his leadership abilities than by maintaining personal contact with his men, by personal interviews and counseling.

A leader must know his men and the most effective way to accomplish this is through personal contact, through counseling and interviews.

1 A leader must be able to offer assistance to his men; however, he is not expected to be a professional counselor because he may lack professional training, adequate counseling facilities and an inordinate amount of time may be required.

Which of the following statements is true?

a. The effective leader should never refer a subordinate to a specialist, but should attempt to help him under all circumstances.

b. If, after making an honest attempt to help the subordinate solve his problem, the leader realizes that he is not competent to do so, he should refer him to a specialist.

---

2 LT Sheck, the Senior Watch Officer, is making up the watch list. Because of other pressing duties, he has had to put this off until the last minute and is somewhat pressed for time. LTJG Wilson has a problem that he feels must be resolved before the ship gets underway and asks LT Sheck to talk it over.

LT Sheck should:

a. Tell LTJG Wilson that he is too busy but that he will talk to him as soon as possible

b. Tell LTJG Wilson "make it fast" and then make a hurried decision

3 From the following, select the specific limitations with which a leader might be faced when he undertakes the role of counselor.

a. Lack of professional training

b. Lack of adequate counseling facilities

c. Inordinate amount of time which may be required

d. All the above

---

4 When an officer is assigned as the leader of a unit, the first order of business should be to learn all he can about his men. The three sources of information that can be used to obtain this information are: service records, qualification cards and personal interviews with the men.

From which of these sources would you expect to obtain the more objective information?

a. Service records and qualification cards

b. Personal interviews

5 Action should be taken on the basis of a man's record, the counselor's judgement, and what a man says of himself in relation to the problem.

During the Korean war, LT Galloway was a division officer aboard a destroyer that had been deployed for an extended period and was in port for repairs. Upon completion of the repairs, the ship received orders to redeploy to the Yellow Sea off Inchon. One of his men, upon finding out about the orders, said that "he has had it and can't take another tour at sea." LT Galloway knew that the man had always been a highly motivated individual and had always done his job faithfully.

What action should LT Galloway take?

a. Listen to the man with interest, but with considerable mental reservation until he can look into the case further, because of his past record

b. Listen to the man with considerable interest and make an attempt to send him home, because of his past record

c. Refer the man to the Chaplain

6 Some of the considerations that can assist the leader-counselor are the leader's assessment of himself as a counselor, his knowledge of the person he is counseling and the situation and atmosphere that exist at the time of counseling.

FT3 Greene, who has decided to make a career of the Navy, requests an appointment with ENS Thomas, the Educational Services Officer, to get assistance in planning his career. ENS Thomas is somewhat apprehensive about discussing this because he has had little experience in this area; however, he informs Greene to come to his office at 1400. ENS Thomas did not check on Greene's educational background and Navy training, but decides that he can get sufficient information during the interview. While ENS Thomas and Greene are discussing the problem, two yeomen are typing entries in some enlisted service records.

Which one of the following statements about this counseling session is true?

a. ENS Thomas had enough information on Greene's background.

b. Although ENS Thomas was apprehensive, he had enough experience for this type of counseling.

c. The office was a good place to hold the counseling session.

d. The counseling session was probably unsuccessful.

7 Subordinates will not bring their problems to the leader, unless he has previously projected a satisfactory image.

BMC Funk has a man in his division who has caused the morale of others in the division to fall below an acceptable level because of his constant griping about living conditions on the ship. The Chief has cautioned the individual about this several times but to no avail. The situation has reached a point where the work of the division is being adversely affected and the Chief decides that he needs help in dealing with this man.

He goes to his Division Officer, a highly educated and cultured individual, for advice. BMC Funk explains the situation and the Division Officer replys, "What else can you expect from a high school dropout."

In this situation, which of the desirable traits of an effective leader-counselor has been violated?

a. Interest in subordinate as an individual not as a number

b. Respect for human dignity

c. Fair and impartial treatment of a subordinate

d. Freedom from bias

e. All of the above

Preparing for a Planned Counseling Session

Preparing for the counseling session can be as important as the counseling session itself. The physical surroundings, the counselor's attitude, a knowledge of the counselee's background, proper scheduling and correct protocol--all set the proper psychological climate for a successful counseling session. The reason for the counseling is relatively unimportant, whether it is to help with a problem of a personal nature or whether it is for disciplinary reasons. If it is worth your time to have the counseling session at all, it is worth preparing for.

The Listening Chair

8 The "listening" chair is one that is set aside for the counselor's use in counseling sessions. Seated in the "listening" chair, not behind his desk, the counselor encourages a relaxed atmosphere, desirable in most counseling sessions except for those of a disciplinary nature. The listening chair will facilitate the conversational approach and will remind the leader that he must listen instead of talk.

When the leader sits behind his desk during a nondisciplinary session, he is creating:

a. A too-formal atmosphere

b. A barrier to easy conversation

c. Both of the above

9 Counseling protocol should always be observed by the leader. A firm handshake is part of this protocol.

When should it be omitted?

a. A family problem

b. A career planning session

c. A disciplinary session

---

10 During an interview that is leader-initiated for a disciplinary reason, the counselor should sit behind his desk.

What should the counselee do?

a. Sit or stand at parade rest whichever is deemed appropriate

b. Stand at attention

---

11 All of the situations affecting protocol and procedures to be used are influenced by:

a. The leader

b. The counselee

c. The facilities

d. All of the above

12 One of the factors to consider when scheduling a counseling session is when there will be the least possibility of interruptions.

The other factor(s) is/are:

a. The proper observance of protocol

b. When the leader can give undivided attention

c. Availability of the listening chair

SUMMARY: In the preceding frames, you have learned the requirements necessary for the leader to be an effective counselor. You have learned that counseling is an important part of leadership, that in order to maintain that leadership you must be willing and able to advise your men intelligently. You have also learned some of the pitfalls to be avoided and that the best way to know your men is through personal interviews and counseling. Before the actual counseling could take place there were certain preparations to be made to provide the correct psychological atmosphere, and an appropriate physical setting. Finally, you learned how correct observance of protocal can affect the success of a counseling session.

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

The Leader as a Counselor and Preparing for a Planned Counseling Session

Answer the following questions as indicated in your Student Guide.

---

1. LCDR Lupia, the Executive Officer of a destroyer, receives five letters from various creditors of SN Baker, who is assigned to the Supply Department. LCDR Lupia informs LT Shores, SN Baker's Division Officer, of the letters and directs LT Shores to counsel SN Baker on the seriousness of unpaid debts. LT Shores is well aware of SN Baker's tendency to buy luxury items, jewelry and clothing, on credit. He checks SN Baker's record and consults with the chief petty officer in charge of Baker's section to see if Baker has any recently developed problems known to the chief. LT Shores, who has had no legal training, rereads the five letters noting that each threatened legal action. He then notifies SN Baker to meet with him in his stateroom. After reading the five letters, Baker informs LT Shores that he has paid some on each of these accounts each pay day. Baker further volunteers that he has been sending money to his girl-friend for her to make payments on these debts also.

Identify LT Shore's most probable limitations in counseling SN Baker in this situation.

a. Lack of background information on SN Baker

b. Lack of background information on Baker's girlfriend

c. Lack of knowledge on financial and budgeting matters

d. Lack of expertise and training to give legal advice

---

2. LT Johnson has always been considered an exacting but fair Division Officer by his men. He has treated the men as individuals and has been objective in assessing their performance. On one occasion, BM2 King requests an appointment to see LT Johnson about a transfer to shore duty. LT Johnson listens to King's reasons why his request should be granted, but denies the transfer. King was disappointed but accepted the decision graciously.

Why was LT Johnson successful in this counseling session?

a. Because he was the Division Officer

b. Because counseling protocol was appropriate

c. LT Johnson had previously projected a satisfactory image.

d. LT Johnson listened to King's reasons.

3. Which is a leader's most effective leadership technique for maintaining personal contact with his men?

a. By studying the men

b. By studying their service records and qualification cards

c. By personal interviews and counseling

d. By interviewing their former superiors

---

4. You have been called upon to give a subordinate assistance with a career-planning problem. Select the example in which the preparation steps have been best attended to.

a. A comfortable room, a relaxed atmosphere, a time when there will be no interruptions, a listening chair, a review of the man's records, protocol

b. A listening chair, a comfortable room, a relaxed atmosphere, a thirty-minute time limit, a review of the man's record, protocol

c. A comfortable room, a relaxed atmosphere, a listening chair, a time when there will be no interruptions, protocol

---

5. In each of the following situations, choose which technique would be more appropriate.

a. Counselee initiated meeting
b. Group meeting
c. New subordinate
d. Disciplinary
e. Family problem

1) Listening Chair
2) Desk

Now, check your answers on page 28.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 1

1. d
2. c
3. c
4. a
5. a-1, b-2, c-1, d-2, e-1

Now, go to Summary 2 on the next page.

Summary 2

The Counseling Process

Listening

Most of the military leader's training is pointed toward rapid analysis of situations and decisive action. Often such training is a hindrance to effective counseling. The effective counselor must be a good listener. But, to be a good listener, he must first get his counselee to talk--to express his feelings. It is not an easy task to get a subordinate to "open up." Within the bounds of acceptable military standards, the counselee should be encouraged to relax. The leader should capitalize on any effort the counselee makes in describing his problem. He should show interest and reflect the feelings expressed by the counselee. In many cases, the counselee, if encouraged by a skillful, interested listener, will talk through his own problem.

Questioning Techniques

There are some questioning techniques that can be used, especially by the inexperienced counselor to help him keep the session under control, to help the counselee express his feelings, and to clarify the situation. These techniques facilitate the accomplishment of the counseling objectives.

W-Questions

The W-questions, when coupled with "how" are a valuable tool for the counselor. The "What," "When," "Where," "Who," and "Why" type questions fit most counseling situations. They are brief, direct, and to the point, such as, "What did he say?" "When did you do that?" and "Where did that happen?" The W-questions are used to get detailed answers, to determine missing information, and to save time.

Leading Questions

A leading question is one that is worded to encourage the counselee to give the answer the counselor wants. Leading questions may be used to open up a new line of inquiry or to make a suggestion or indicate a desirable answer. They may be used also to control the content of the session. Because of the nature of leading questions, they should be used with extreme care.

Probing Questions

Probes are questions used to get information in addition to that given in response to a general question. Probing questions are of tremendous value in obtaining additional information about the underlying causes of a problem. These may be fundamental to the problem and of such nature that the counselee has refused to recognize them.

Probes may be short statements indicating understanding and interest, such as, "I see," "Tell me more about that," etc. Also useful are neutral questions, "How do you mean?" "Why do you say that?" "Anything else?" The counselor should not probe for information unless he considers it essential in helping to solve the problem.

"Yes-No" Questions

In most counseling situations, it is essential that questions answerable by "Yes" or "No" be used sparingly. There are times when they are of inestimable value to the counselor. They may be used to commit the counselee, or to close one phase of the session. Unless formulated with care and used with skill, "Yes-No" questions will extend the session, fail to elicit the data needed for accurate evaluation, and generally result in unsatisfactory counseling.

Alternative Questions

The alternative question has two uses: to force a decision by the counselee, or to bring up another topic. Such questions as "Which do you prefer?" "If not, what will you do?" will control the interviews and focus attention upon the main point. Use alternative questions extensively in problem-solving situations, or where alternative actions are open to the individual. Each alternative should be considered.

The Silent Question

Silence for brief periods also has its place in counseling. It gives the counselee a time to think and to evaluate what has been said. It can serve as a stimulant encouraging the counselee to continue the conversation. It also gives him an opportunity to recall the information the counselor is seeking, to consider the question, and to be sure he understands it. Permitting occasional silence is a good technique. It gives the counselee a chance to consider his attitudes and whatever feelings he may have regarding any aspect of his problem. Getting this information will enable the counselor to correct misunderstandings and help the individual to develop insight into his own interests and desires.

Situational Questions

The primary purpose of the situational question is to encourage the individual to talk at length about hypothetical problems in order to reveal his knowledge and understanding of them. Simulated situations, related as nearly as possible to reality, may be presented to the individual for discussion. To be effective, situational questions must be derived from actual experience and must be put to the individual in such a manner that he will be able to comprehend their meaning and the several implications of the problem presented for solution. Situational questions are

usually followed by questions such as "How?", "Why?", "To what extent?" The counselor should guard against using questions intended to pin down a particular answer or to put the respondent "on the spot." The person being interviewed should be free to discuss the problem in his own manner but without evading the issue so that he may have full opportunity to reveal his probable response in an actual situation. The counselor should be discerning but not cunning.

Some Precautions

The counselee must not feel that he is being pressed or hurried. The good counselor must be patient. He must guard against acting overly authoritative. Meaningful communication is easily lost if the counselee detects an authoritative tone or a patronizing attitude on the part of the counselor. If the leader is going to assist in solving his subordinate's problem, he must maintain a climate of mutual respect. A common mistake is for the counselor to use psychological jargon or present a shrewd or clever attitude in dealing with his counselee. Finally, in counseling situations involving personal choice, the counselor must ensure that he does not commit himself or the Navy to a promise or a position that he cannot keep.

Now, go to the next page and take the Quiz.

Summary Pre-Quiz 2

The Counseling Process

Answer the following questions as indicated in your Student Guide.

---

1. RM3 Walsh requests a meeting to discuss a personal problem with his division officer, LT Klaus. LT Klaus makes all the necessary preparations and schedules the meeting for 1300. When Walsh arrives, he tells the lieutenant that he has a "money problem" and LT Klaus proceeds with the counseling session on the basis of this problem without further probing.

What rule of the counseling process was violated?

a. LT Klaus accepted Walsh's superficial statement of the problem as the basic issue.

b. Walsh initiated the counseling session.

c. LT Klaus scheduled the meeting for a poor time. A morning session is much better to discuss personal problems.

---

2. If a counselee has difficulty defining his problem, the counselor should:

a. Attempt to define it for the counselee

b. Make a rapid analysis of the problem

c. By skillful questioning, have the counselee define the problem

d. Do his best to be a good patient listener

3. The most important reason for the counselor to be a good listener is to:

a. Enable him to take decisive action

b. Define the problem as best he can

c. Prevent him from jumping to conclusions

d. Enable the counselee to talk the problem through

---

4. When a counselor is using statements such as "I see," "Tell me more about that," he is using which questioning technique?

a. Probing

b. Alternative

c. Leading

d. W-questions

---

5. A counselor is attempting to get detailed answers, determine missing information, and save time.

He should use:

a. Probing questions

b. Leading questions

c. W-questions

d. "Yes-No" questions

6. What should the counselor try to avoid when he is questioning the counselee?

a. Pressing or hurrying

b. Authoritative tone

c. Psychological jargon

d. All of the above

Now, check your answers on page 38.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. c
3. d
4. a
5. c
6. d

If all your answers are correct, go to Summary 3 on page 49. If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

The Counseling Process

1 In order to encourage the subordinate to express his feelings freely, the leader must make the most of any effort the subordinate makes in describing his problem. The techniques the counselor may use to accomplish this are:

a. To show interest in what the subordinate says.

b. Reflect the feelings expressed by subordinate

c. Both of the above

---

2 For the most part, a military leader is trained to make a rapid analysis of a situation and then take decisive action.

Why should this tendency be repressed in a counseling situation?

a. It shows lack of interest in the subordinate

b. It prevents the subordinate from arriving at his own conclusions

---

3 A leading question is one that is used to encourage the subordinate to give the answer the counselor wants.

Why should this type of question be used with extreme care?

a. Because of the role conflict of leader-counselor

b. Because they are too general in nature

c. Because they may open up an undesirable line of inquiry

4 Probing questions are used to get additional information to that given in response to a general question.

One advantage of this type of question is:

a. It will control the content of the interview.

b. They are short and therefore save time.

c. They will get to the underlying causes of the problem.

---

5 The W-questions, "Who?" "What?" "Where?" "When?" are valuable tools to the counselor when used in conjunction with "How?"

Their primary purpose is to:

a. Get directly to the point

b. To make suggestions

c. To find out who is responsible for the problem and fix the blame

---

6 There are times when the "Yes-No" type of questioning is of inestimable value to the counselor. It can be used in most counseling situations.

What is one of its most valuable uses?

a. To save time in the interview

b. To commit the counselee

c. To elicit needed data

7 The alternative question applies to situations where several possibilities for action are available to the counselee.

This type of quesioning can be used to:

a. Commit the individual.

b. Explore all possibilities.

c. Close one phase of the interview and focus attention upon another phase.

---

8 A silent question is one that allows the individual to consider attitudes and feelings he may have regarding any aspect of his problem.

It also:

a. Serves to stimulate the individual to continue the conversation

b. Allows the individual to consider the question and be sure he understands it.

c. Both of the above

9 Summary questions are commonly used to close a counseling session or to summarize several phases of an extended session.

Another way of defining this type of question is:

a. "Have we covered the main points?"

b. "What conclusions have we reached?"

c. Both of the above

---

10 As the name implies, summary questions are commonly used to close a counseling session to determine the individuals ability to summarize what has been accomplished by the counseling.

If the counselee is unable to accurately summarize, this would indicate that:

a. The counselee is tired.

b. The counselee is bored.

c. The session was successful.

d. The session was unsuccessful.

The two columns below contain types of questions and their uses. Match the number (11 through 20) on the left with the letter that identifies the type of question used for each purpose. A letter may be used more than once.

[11]	Used to open up new line of inquiry or make a suggestion or indicate a desirable answer.	a. W-type
[12]	Commit counselee	b. Leading
[13]	Give counselee chance to consider attitudes and feelings	c. Probing
[14]	Call for detailed answers, determine missing information, save time	d. "Yes-No"
[15]	Control content of session	e. Alternative
[16]	Force decision by counselee	f. Silent
[17]	Encourage counselee to give answer counselor wants to hear	g. Summary
[18]	Turn to another topic	
[19]	Close one phase of session	
[20]	To close counseling situation. Indicates what has been accomplished or progress made	

Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

The Counseling Process

Answer the following questions as indicated in your Student Guide.

---

1. If a counselee has difficulty defining his problem, the counselor should:

   a. By skillful questioning, have the counselee define the problem

   b. Do his best to be a good and patient listener

   c. Attempt to define it for the counselee

   d. Make a rapid analysis of the problem

---

2. RM3 Walsh requests a meeting to discuss a personal problem with his Division Officer, LT Klaus. LT Klaus makes all the necessary preparations and schedules the meeting for 1300. When Walsh arrives, he tells the lieutenant that he has a "money problem" and LT Klaus proceeds with the counseling session on the basis of this problem without further probing.

   What rule of the counseling process was violated?

   a. Walsh initiated the counseling session.

   b. LT Klaus accepted Walsh's superficial statement of the problem as the basic issue.

   c. LT Klaus scheduled the meeting for a poor time. A morning session is much better to discuss personal problems.

3. When a counselor is using statements such as "I see," "Tell me more about that," he is using which questioning technique?

a. W-questions

b. Leading

c. Alternative

d. Probing

---

4. A counselor is attempting to get detailed answers, determine missing information and save time.

He should use:

a. "Yes-No" questions

b. W-questions

c. Leading questions

d. Probing questions

---

5. The most important reason for the counselor to be a good listener is to:

a. Enable him to take decisive action

b. Prevent him from jumping to conclusions

c. Enable the counselee to talk the problem through

d. Define the problem as best he can

6. What should the counselor try to avoid when he is questioning the counselee?

a. Authoritative tone

b. Psychological jargon

c. Pressing or hurrying

d. All of the above

Now, check your answers on page 48.

BLANK

ANSWERS TO SUMMARY POST-QUIZ 2

1. a
2. b
3. d
4. b
5. c
6. d

Now, go to Summary 3 on the next page.

Summary 3

Counseling Referrals

Introduction

The leader's limited resources, his limited counseling training, and the demand on his time make it impossible to assist all of his men with their problems. There are other agencies that can assist in these situations. The good leader-counselor realizes his limitations and refers the subordinate to an agency that has specially trained individuals to provide the services needed. Some of these agencies will be discussed in this section in the general order of frequency of referrals.

The Chaplain

The distribution of Protestant, Catholic and Jewish chaplains is generally in proportion to the distribution of these major faiths within the overall American population. Chaplains are concerned about the religious and moral needs of naval personnel and their dependents in the same manner as civilian ministers, priests, and rabbis are concerned about their congregations.

The particular problems which chaplains are most competent to deal with are those of a spiritual or moral nature. As a matter of practical fact, most problems of this nature are taken directly to the chaplain by the individual. All communications made to a chaplain in his

capacity as a clergyman or spiritual confidant or as a formal act of religion are privileged communications. This privilege does not extend to the counseling relationship between a counselor and his subordinates. Some individuals, however, take problems to the chaplain that should have been brought to the immediate superior instead. In such cases, the chaplain will normally refer the man to his superior, though he may maintain an interest in the further development of the case. On the other hand, many cases brought to the attention of the division officer or other superior, though not primarily religious or moral in nature, have religious or moral overtones. This is often true in cases involving family difficulties. If such religious or moral overtones do exist, it is advisable that the chaplain have an opportunity to talk with the individual. A good working relationship between the chaplain and the other officers will aid both in the accomplishment of their responsibilities.

The Navy Relief Society

The Navy Relief Society is a semi-official welfare agency with which every officer should be familiar. When circumstances warrant, it will assist financially and perform other services to Navy men and their dependents. The Navy Relief Society is maintained and operated by Navy men and women for naval personnel. Its sole mission is to help naval personnel and their dependents. Typical cases handled by the Society include the provision of loans or

grants due to nonreceipt of pay, allotments or allowances, loss of pay or other personal funds, emergency medical, dental, and hospital expenses. It also helps pay funeral expenses of dependents, travel expenses due to emergency leave, and cost of emergency transportation of dependents, expenses involved in meeting port calls, payment of initial rent or to avoid eviction, and other types of privation. In addition, Navy Relief handles confidential cases which, if otherwise handled, might be embarrassing to the individual or the command, or reveal security information. It should be pointed out that Navy Relief is not a general loan agency and cannot make loans in cases that are not emergency in nature.

The American Red Cross

The Red Cross is an authorized medium of communication between families of Navy personnel and the Navy. In furnishing information the primary interest of the Red Cross is to develop the facts concerning matters referred to it.

Because the Red Cross has field offices throughout the United States, it is an especially valuable communications source between the man and his home. Through this assistance, it is possible for the man to gain information quickly about the health and welfare of his family. The Red Cross will provide confidential reports of home conditions for use by commanders in considering applications for emergency leave, morale leave, compassionate reassignment, deferment from overseas assignment and dependency or hardship discharge.

It may furnish information on federal and state legislation and on regulations concerning allotments, insurance, relief and other benefits available to Navy personnel and their dependents, and may aid in obtaining such benefits.

The Red Cross will provide assistance by loan or grant to Navy Personnel who need to return home on account of sickness, death or other grave emergencies, in the immediate family when the man is without the necessary funds. The help is given only after the emergency condition has been verified by the Red Cross. Further financial assistance may be provided to Navy Personnel and their dependents for basic maintenance when allotments are delayed or interrupted and for other emergency needs that may arise during a man's naval service.

Training and Education Officer

The training and education officer formulates plans and coordinates shipboard training in order to facilitate the educational and professional advancement of personnel.

Reenlistment Officer

Reenlistment is a personal decision and a very individual choice. The reenlistment officer can provide individual counsel through personal interviews that are addressed to the specific needs or problems of any given individual who is considering reenlistment.

Legal Assistance Program

The purpose of the Navy's legal assistance program is

to interview, advise, and assist Navy men and their dependents who have personal legal problems, or need of a Notary Public. In certain cases, it can refer them to competent attorneys acting in cooperation with the American Bar Association, state and local bar associations, and legal aid organizations.

The Navy has established billets for legal assistance officers, who are naval officers. Each legal assistance officer is also a member of the bar of a state, territory, or the District of Columbia. Legal assistance officers are established at naval district headquarters, Navy yards, naval stations, Marine Corps Bases, Marine Barracks, and other naval activities where qualified lawyers are available. Legal assistance officers are also usually available on ships or stations having allowances of more than 1,000 personnel.

For smaller ships or stations with no licensed attorney on board, a naval officer is assigned collateral duty as legal assistance referral officer. As such, he can arrange for legal service, but is himself forbidden to give such advice or service.

An individual needing legal advice may call in person for an interview with the legal assistance officer without going through any chain of command. All matters upon which he consults his legal assistance officer are treated confidentially. It is a strict rule that such confidential matters will not be disclosed by personnel of the legal office to anyone without the specific permission of the client--and that such disclosures may not lawfully be ordered by any superior naval authority.

Psychiatric Services

Psychiatric services are provided on an out-patient basis for psychiatric evaluations and treatment. The men are referred to mental hygiene facilities from sick call, or by division officers or chaplains. The staff consists of officers and enlisted specialists in the fields of psychiatry, clinical psychology and social work. Evaluations are made for cases being considered for administrative discharges, and on occasion, for trials by courts-martial. Treatment may consist of a series of interviews at the clinic with one of the members of the staff.

Division officers and other leaders may also confer with members of the mental hygiene clinic staff without referring patients. The staff provides advice and assistance to those requesting it. Staff members may be invited to the unit to conduct conferences with officers or petty officers on handling emotional problems. They are also helpful in suggesting ways of handling difficult family situations. This service is a valuable source, but the commanding officer retains the responsibility for final action.

CONCLUSION: The leader is responsible for accomplishing his mission and providing for the welfare of his men. His ability to accomplish these tasks depends to a great degree on his effectiveness as a counselor. Although there are many theoretical approaches to counseling, three convenient classifications are the directive, nondirective and the eclectic. Of the three, the leader-counselor is more likely to employ an eclectic approach in his counseling of subordinates. In this way, he can better tailor the counseling session to satisfy the needs of the organization and the individual. The conflict between the leader's role as a disciplinarian and problem counselor can be reduced through an awareness of the objectives to be accomplished and techniques available for use in counseling. Valuable assistance can be provided by outside agencies such as the chaplain, the American Red Cross, Navy Relief and psychiatrists. The leader's effectiveness as a counselor is determined by the image he projects to his men, his skillful use of counseling techniques, his ability to recognize his own limitations and a genuine interest in his men based on a deep respect for the dignity of every individual.

The following are some general principles of counseling and interviewing to keep in mind:

1) Good counseling is personalized and individualized. The man's problem is important to him as a person and not as a "type" problem to be handled in a routine way.

2) A need for counseling arises when the man faces some difficulty which he is not able to resolve without help. He may or may not be able to identify or to define his problem alone. The problem must be explored.

3) The function of counseling is to help men to help themselves. True counseling does not consist of telling people what to do. It is a process of assisting the man to analyze his own problems, of supplying or directing him to needed information so that he can think intelligently about his situation, and of considering together possible solutions. After this is done, the man is in a position to work out a solution or constructive program of action that he accepts as his own.

4) The counselor should be a good listener. Some men seeking advice will be found to be already on the right track. They are quite certain of what they need to do, and merely want support and confirmation of their thinking. In some cases, "talking it through" may provide emotional release as well as assist the man to become more objective. If the man's own plans appear to give a reasonably happy solution to his problem, the counselor should encourage him to carry them out.

5) Effective counseling is dependent upon adequate data rather than on just a desire to help people. The counselor should be quick to sense what additional information will be needed, and from what sources it may be obtained.

6) The counselor should recognize his own limitations, particularly if he suspects that difficulties of personality adjustment are involved.

7) The counselor should treat the information he gets as confidential. Adherence to this ethical principle is very important, because it will help establish the counselor's reputation as a square shooter and will promote this and other relationships with his men.

8) In the course of an interview it is good practice to stop and review the facts and conditions covered up to that point. This not only helps in the action-planning phase, but also enables the counselor to maintain control of the interview.

9) During the counseling process, the interviewer not only establishes himself as someone who is willing and anxious to help, but also as someone interested in the results of the plan of action. He should keep in touch with the man in order to assist with the "follow through."

10) Skill in counseling and interviewing develops with experience, as do most other abilities. The naval officer can build on his experience, and can improve his technique through reading and through discussion with those who have made clinical counseling their profession.

Now, go to the next page and take the Quiz.

Summary Pre-Quiz 3

Counseling Referrals

Answer the following questions as indicated in your Student Guide.

---

1. PO3 Wormack, who is assigned to the Navigation Department with ENS Guy, requests permission to speak with ENS Guy privately. ENS Guy has known PO3 Wormack for about six months and during that time has become thoroughly familiar with Wormack's personal family problems. During the emergency leave period that Wormack had to take the past month, he moved his dependent mother and two of his deceased sister's children into his family quarters at the ship's home port in Portsmouth, N.H. Wormack initially inquires about the regulation regarding "moonlighting" jobs. ENS Guy, by skillful questioning, gets Wormack to identify his immediate problem as the need for about $500 in cash to buy winter clothing for his three new dependents and additional bedding for his quarters. ENS Guy explains that he'd be glad to sit down with PO3 Wormack and assist him in adjusting his budget to fit his additional responsibilities but to solve the immediate problems he recommends that PO3 Wormack contact the:

   a. Legal Officer
   b. American Red Cross
   c. Navy Retired Officers Association
   d. Navy Relief Society

2. Select the statement which describes the circumstances under which counseling referral should be made.

a. A leader should refer a subordinate to another counseling agency when he feels unqualified to deal with the problem, when he does not have the time he feels the situation requires, or when the unit as a whole would be adversely affected by his involvement.

b. A counselor should refer a counselee to another counseling agency when he feels that he is too closely involved in the situation and cannot be objective in dealing with it. If his own personality is not compatible with that of the person seeking help, he is not in a position to offer assistance.

c. Referral to another counseling agency should always be made when the counselee is unable to identify his own problems, and when the counselor is unable to get the person with the problem to listen to his advice. Such referral is necessary when the time required for the counseling sessions is not available to the leader.

d. All of the above

---

3. Select the statement which <u>best</u> summarizes the basic understandings which are necessary for effective counseling.

a. Effective counseling is dependent on the counselor's understanding of how to give advice and help the counselee understand the art of listening.

b. A counselor will be effective if he understands the importance of the problem from the counselee's point of view and is able to obtain the necessary information to provide guidance.

c. Effective counseling is dependent upon the counselor's ability to recognize his own limitations.

d. Both b and c

4. Select the statement below which best defines the responsibilities of a counselor during a counseling session.

a. A good leader must be prepared to counsel those junior to himself. He must help his men to analyze their own problems. Being a good counselor also means being a good listener and treating any information given by a counselee as privileged data. A good counselor will repeatedly stop and summarize to maintain control, and finally, he will follow up on the plan of action deduced from the counseling session.

b. A good leader is always ready to counsel anyone who requests a session. He has analyzed his men's problem areas and nothing that surfaces will surprise him. A good counselor is a good listener and he regards all information passed on to him as privileged except where there is a suspicion of regulations violations. A good counselor frequently stops and summarizes to see if there is a need to continue the session. He follows up only those cases in which he has recommended a course of action.

c. Both of the above

d. None of the above

Now, check your answers on page 62.

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ANSWERS TO SUMMARY PRE-QUIZ 3

1. d
2. d
3. d
4. a

If all of your answers are correct you have completed this Segment. If you have missed one or more questions, go to the next page and go through Programed Sequence 3.

Programed Sequence 3

Counseling Referrals

1 When an individual requires assistance which is beyond the leader's professional competence, he should be referred to a specialist in that field.

In the following situation, to which specialist should the counselee be referred?

BM1 Mitchell was involved in an automobile accident that caused injury to the occupant of the other car. His car was uninsured, and he is being sued for damages.

a. The Chaplain

b. The Red Cross

c. The Legal Officer

d. Navy Relief

---

2 A leader is not expected to become an expert counselor because of his other duties and responsibilities.

Who would be a logical choice for additional help in this example?

CT2 King has always been a good, conscientious worker but recently he has missed reveille, has been lax in performing his duties, and he has become careless in his appearance.

a. The Legal Officer

b. The psychiatrist

c. The Chaplain

d. The Training and Education Officer

3 At all times, the leader should pave the way for the referral to ensure appropriate help to the individual.

What would be appropriate action in the following situation?

Chief Wilson has a problem involving religion. The counselor decides that the chief should talk to the chaplain.

a. Tell the chief to see the chaplain.

b. Call the chaplain and send the chief.

c. Counselor should recognize his own limited counseling ability.

---

4 In the situation cited in Frame 3, what further action should the counselor take?

a. Put the problem aside

b. Follow up his referral

c. Be sure the chief sees the chaplain

---

5 The leader should avoid giving the impression that he is putting the man's problem aside when he refers him to someone else.

From the following answers, choose the method(s) for avoiding this impression.

a. Pave the way for the referral.

b. Personally make arrangements.

c. Ensure that the man knows why you are referring him to someone else.

d. All of the above

6 During the counseling process, the interviewer should establish himself as one who is willing and anxious to help. He can best accomplish this by:

a. Referring him to another agency if required

b. "Following through"

c. Having adequate background data

d. All of the above

---

7 Skill in counseling and interviewing comes with experience. One way to build on his experience is:

a. To keep the information confidential

b. Talk to other counselors

c. To follow through

d. To stop and review the facts

The following columns contain types of help and the referral agency best suited to handle them. Match the number on the left with the letter that identifies the correct agency or individual. A letter may be used more than once.

[8]	Collect and hold funds for use in time of need	a. Chaplain
[9]	Coordinate shipboard training	b. Legal Assistance Officer
[10]	Spiritual or moral	c. Navy Relief Society
[11]	Assistance in pre-aration of wills, tax, forms, etc.	d. Red Cross
[12]	Mental hygiene	e. Training and Education Officer
[13]	Facilitates profes-sional advancement	f. Reenlistment Officer
[14]	Social welfare	g. Psychiatric Service
[15]	Counsel concerning reenlistment	
[16]	Authorized medium of communications between families of naval personnel and the Navy	
[17]	Civil and military laws	

Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Counseling Referrals

Answer the following questions as indicated in your Student Guide.

---

1. Select the statement which describes the circumstances under which counseling referral should be made.

   a. Referral to another counseling agency should always be made when the counselee is unable to identify his own problems, and when the counselor is unable to get the person with the problem to listen to his advice. Such referral is necessary when the time required for the counseling sessions is not available to the leader.

   b. A counselor should refer a counselee to another counseling agency when he feels that he is too closely involved with the situation and cannot be objective in dealing with it. If his own personality is not compatible with that of the person seeking help, he is not in a position to offer assistance.

   c. A leader should refer a subordinate to another counseling agency when he feels unqualified to deal with the problem, when he does not have the time he feels the situation requires, or when the unit as a whole would be adversely affected by his involvement.

   d. All of the above

2. Select the statement below which best defines the responsibilities of a counselor during a counseling session.

a. A good leader is always ready to counsel anyone who requests a session. He has analyzed his men's problem areas and nothing that surfaces will surprise him. A good counselor is a good listener and he regards all information passed on to him as privileged except where there is a suspicion of regulations violations. A good counselor frequently stops and summarizes to see if there is a need to continue the session. He follows up only those cases in which he has recommended a course of action.

b. A good leader must be prepared to counsel those junior to himself. He must help his men to analyze their own problems. Being a good counselor also means being a good listener and treating any information given by a counselee as privileged data. A good counselor will repeatedly stop and summarize to maintain control, and finally, he will follow up on the plan of action deduced from the counseling session.

c. Both of the above

d. None of the above

3. PO3 Wormack, who is assigned to the Navigation Department with ENS Guy, requests permission to speak with ENS Guy privately. ENS Guy has known PO3 Wormack for about six months and during that time has become thoroughly familiar with Wormack's personal family problems. During the emergency leave period that Wormack had to take the past month, he moved his dependent mother and two of his deceased sister's children into his family quarters at the ship's home port in Portsmouth, N.H. Wormack initially inquires about the regulation regarding "moonlighting" jobs. ENS Guy, by skillful questioning, gets Wormack to identify his immediate problem as the need for about $500 in cash to buy winter clothing for his three new dependents and additional bedding for his quarters. ENS Guy explains that he'd be glad to sit down with PO3 Wormack and assist him in adjusting his budget to fit his additional responsibilities but to solve the immediate problems he recommends that PO3 Wormack contact the:

a. Navy Relief Society

b. Legal Officer

c. Navy Retired Officers Association

d. American Red Cross

4. Select the statement which best summarizes the basic understandings which are necessary for effective counseling.

a. A counselor will be effective if he understands the importance of the problem from the counselee's point of view and is able to obtain the necessary information to provide guidance.

b. Effective counseling is dependent upon the counselor's ability to recognize his own limitations

c. Effective counseling is dependent on the counselor's understanding of how to give advice and help the counselee understand the art of listening.

d. Both a and b above

Now, check your answers on page 72.

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ANSWERS TO SUMMARY POST-QUIZ 3

1. d
2. b
3. a
4. d

This is the end of Part Eight, Segment V.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment V

The Counseling Process

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

THE COUNSELING PROCESS

PROGRESS CHECK

Question 1.

PO3 Rudder asks permission to see ENS Keel, his division officer. At the interview Rudder asks for help in obtaining a loan of $500 from the Navy Relief Society in order to buy a new car. He feels that he needs a new car to get his young wife to snap out of a spell of deep despondency. A week ago PO Rudder had to stop his wife from taking too many sleeping pills. He is now keeping the pills and gives her the prescribed amount each night. The day before the interview, PO Rudder returned home to find their apartment full of gas and his wife almost unconscious. He is sure that a new car will help get her out of her despondent mood but he does not have the necessary down payment.

During this counseling session, ENS Keel's most probable limitation in dealing with Rudder's problem is likely to be:

a. ENS Keel's lack of understanding of the mechanics of obtaining a loan from Navy Relief.

b. ENS Keel's limited personal experience with automobiles and understandable reluctance to recommend a particular model to Rudder.

c. ENS Keel's lack of medical knowledge to assist Rudder with the real problem of a depressed wife.

d. ENS Keel's limited acquaintance with the Ship's Chaplain and Rudder's lack of forthrightness in stating his real problem.

Question 2.

Which statement best defines the objectives of counseling?

a. To persuade the counselee to take the course of action considered best in the opinion of the counselor

b. To convince the counselee that he must assume full responsibility for his decisions and actions thereby causing the counselee to recognize and define his problem or his deficiencies

c. To develop patience and understanding through counseling that will enable the counselor to become a better leader and eventually a better counselor

d. To get the counselee to recognize and define his problem or his deficiencies, to make a decision on the best course of action, to take appropriate action, and assume full responsibility for his decisions and actions

Question 3.

Realizing LT Becker is in this year's selection zone for LCDR, CDR Gunnels called him into his office to discuss the lieutenant's performance of duty and to review his fitness report with him. After reading the report, LT Becker told CDR Gunnels that he was disappointed, for he needed and rated a better report. LT Becker then went on to enumerate the areas where he thought he was maligned. For each example LT Becker brought up in his favor, the commander countered with an adverse one. CDR Gunnels did not deviate from his position as the rating officer for LT Becker's fitness report. Although CDR Gunnels did counter LT Becker's "good" examples with adverseness, he made no effort to discuss those areas where LT Becker thought he was unfairly marked. It soon became obvious that neither man would deviate from his chosen position. The session ended with LT Becker convinced he would not get CDR Gunnels to raise his rating.

In this counseling situation, CDR Gunnels was:

a. Effective because he had a good counter for each of LT Becker's arguments and he did not lower himself to LT Becker's position and argue about his markings.

b. Effective because he recognized the need to counsel LT Becker and did so in a man-to-man fashion pointing out exactly where Mr. Becker failed to measure up.

c. Ineffective because he selected a very personal subject for counseling LT Becker. Additionally, CDR Gunnels did not obtain sufficient background data on LT Becker's good areas to discuss the matter with confidence.

d. Ineffective because he assumed an inflexible attitude with LT Becker, only brought out negative aspects of LT Becker's behavior, ignored his good works, and failed to give LT Becker any recommendations for improvement.

Question 4.

From the following counseling situations, select the one in which the most logical steps involved in preparation for a counseling session have been made.

a. LT Demmler, the OOD, while talking with CAPT Turner about the forthcoming carrier suitability trials of the newest jet mentioned his interest in becoming a test pilot. LT Demmler admitted knowing nothing of the training involved nor of the flight experience and academic requirements. CAPT Turner said he could give him all the dope as he had just finished studying all the background material in preparation for serving on the test pilot selection board. At the Captain's suggestion, LT Demmler joined the Captain in his sea cabin after being relieved as the OOD.

b. The Navigator of the flagship entered the wardroom lounge to spend a half hour listening to music before the evening meal. When he entered, two JGs were there playing records. One of these officers, LTJG Phillips, had been the OOD that day when the Admiral had been improperly received upon his return aboard. The Navigator asked the other JG to leave the lounge in order that he might talk privately with LTJG Phillips. When alone he used the opportunity to counsel LTJG Phillips on his quarterdeck etiquette.

c. LT Padilla had just finished reading an article in the Naval Institute Proceedings by the Chief of Naval Personnel about the Navy Enlisted Scientific Education Program. (NESEP). On the desk in his office he had a copy of a BuPers Instruction and an article from All Hands on the same subject. He had studied these as he had the records of GMT2 Ames, who had asked him if he qualified for the program. After he instructed his yeoman to bring coffee and to ensure they would be undisturbed, he asked Ames into the office to discuss the program.

Question 5.

From the following counseling situations (continued from the preceding narrations), select the one in which counseling techniques have been violated.

a. In his sea cabin, the Captain showed LT Demmler to an armchair while he took a seat on the adjacent transom. After coffee had been served by the steward, the Captain initiated the session by asking LT Demmler how he became interested in test pilot training and what he knew of the training, test pilot duty, etc.

b. When they were alone the navigator apologized to LTJG Phillips for using the wardroom lounge for counseling, explaining that his cabin was being painted. Then he related that the flag secretary had called his attention to a breach of quarterdeck etiquette when the Admiral returned to the ship during LTJG Phillips' watch. After assuring Phillips he was only interested in helping him, the navigator asked that Phillips give him a chronology of events during the time of the Admiral's return aboard. By occasionally interjecting a question the navigator led Phillips into discovering for himself his mistake. Then the navigator led him into discussing ways to sharpen his talents as an OOD.

c. As he sugared his coffee, LT Padilla told Ames that the NESEP program was really great. As a matter of fact, he gave it credit for providing many outstanding petty officers in the Navy an opportunity to attend college and to advance themselves to commissioned status. As he talked he became more and more enthusiastic about the program and went on to compare his own problems in reaching commissioned status with the NESEP way now available to Ames.

Question 6.

During a counseling session in which 2-LT Adams needs to have more personal background information, he frequently makes remarks such as: "I see," "Tell me more about that," "What do you mean?" "Why do you say that?" and "Anything else?"

The technique being used by 2-LT Adams is:

a. Probing questions

b. Alternative questions

c. Summary questions

d. Leading questions

Question 7.

SN Flag, in obvious agitation, has asked to see ENS Shortsplice, his division officer, about getting leave to go to a neighboring city to get his automobile back from his ex-girl friend. When they were going together he had the car registered in her name so she wouldn't have any trouble driving it when he wasn't in port. Now that they are not going together he wants his car back but his ex-girl friend won't return it. He wants to go and take the car off her property by force if necessary.

In this case, ENS Shortsplice would:

a. Refer Flag to the legal officer

b. Try to help Flag plan a successful way of going to his ex-girl's house and taking the car

c. Help Flag see his problem as a costly lesson in trusting girl friends

d. Refer Flag to the civilian police

Question 8.

From the following examples select the one in which the counselor correctly referred the counselee to the proper referral agency.

a. During a counseling session, MIDN 1/c York tells his Company Officer that he just can't concentrate on his studies. York informs the Company Officer that the girl he was engaged to marry has broken their engagement and refused to return York's miniature. The Company Officer refers MIDN York to the Mental Hygiene Clinic.

b. MIDN 4/c Dinger is having great difficulty in learning to fire the .45-cal. pistol. MIDN 2/c Ambrogia, his squad leader, has noticed Dinger's extreme nervousness and discussed the problem with Dinger's pistol coach. Ambrogia requests that Dinger stop in Ambrogia's room to discuss the pistol problem. During the course of the session Ambrogia learns that Dinger is afraid of the pistol because he accidentally fired a pistol when he was a little boy and almost shot his baby sister. MIDN Ambrogia offers to give MIDN Dinger extra instruction but also schedules Dinger to talk to the chaplain to relieve his fears.

c. MIDN 3/c Pate requests permission to visit with his squad leader to discuss a personal problem. MIDN Vance, the squad leader, has known Pate since plebe summer and both are members of the Catholic Choir. Vance knows Pate to be a very seriously religious, strict Catholic. During the meeting Pate reveals that his parents, even though Catholic, are separating. Some rather nasty exchanges are being made by the parents with MIDN Pate caught in the "crossfire." He is confused and his performance at the Academy is being visibly affected. MIDN Vance schedules an interview for Pate with the Catholic chaplain, and tells Pate that if he still feels confused, that he will refer him to the Mental Hygiene Clinic.

d. RM2 Johnston, recently married, has contracted to buy some rather expensive furniture for his new apartment. Because of some unforeseen circumstances, he is unable to make the payments and the store is threatening to repossess the furniture. He is referred to the Navy Relief to obtain a grant to pay off the debt.

Question 9.

Select the statement which defines the basic understandings a counselor should have.

a. The counselor should do his best to convince the counselee that his problem is more important than the accomplishment of the mission.

b. A counselor must understand that the need for counseling arises when a man faces some problem which he does not have the capacity for solving and that the problem is the most important thing in the counselee's life at that particular time.

c. Effective counseling is more dependent upon a desire to help people than upon the gathering of adequate data, perceptiveness, or skill in questioning.

d. All of the above

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Eight SEGMENT V

REMEDIATION TEXT Syndactic Text-Volume VIII-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1: Page 1
2	d	Summary 1: Page 1 Summary 3: Pages 56-57
3	d	Summary 1: Pages 1-2-5-7 Summary 2: Page 33
4	c	Summary 1: Pages 6-9
5	c	Summary 2: Page 29
6	a	Summary 2: Pages 29-31
7	a	Summary 3: Pages 52-53
8	c	Summary 3: Pages 49-54
9	b	Summary 3: Pages 56-57
10		
11		
12		
13		
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15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment VI

Relations with Seniors and Contemporaries

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity."

George S. Patton, Jr.

This segment will serve as a reminder and a refresher to you concerning the basic customs, traditions, and regulations concerning routine relations with both your contemporaries and your seniors. This chapter will serve as a outline for thought and discussion on the service way of life and why it is special and unique.

RELATIONS WITH SENIORS AND CONTEMPORARIES

Summary 1

Military Courtesy

Military courtesy is the traditional form of politeness observed by members of the military profession. The observance of military courtesy is an important factor in the establishment and maintenance of good relationships among seniors and subordinates and among officers who are contemporaries, i.e., of the same or approximate rank, duty assignment, or experience. In addition to carrying on an age-old tradition, the observance of military courtesy contributes to the smooth running of the military organization. It does this by stressing respect and deference shown toward leaders, strengthening discipline and conformity, promoting unhesitating compliance with orders, and ensuring willing obedience and cooperation. Clearly, when ordinary acts of military courtesy are performed grudgingly, or omitted, discipline and morale suffer.

Military courtesy is based on the twin foundations of precedence of and deference to seniors. This means that officers take precedence according to their grade, be it on board ship, on shore, at mess, at the club, or in social life.

Naval courtesy prescribes that junior officers extend to their seniors certain indications of deference and respect. Likewise, seniors are expected to duly acknowledge and respond to these required gestures of respect. A junior, by exhibiting courtesy toward a senior, is indicating formally his respect for the senior's authority, experience and responsibility. The senior who exhibits courtesy toward a junior officer expresses appreciation and respect for his support and acknowledges him as a fellow officer. Military courtesy includes not only the prescribed rituals and customs such as salutes and forms of address, but also tactful, gentlemanly behavior in any situation calling for interchange among officers and their superiors, officers and their contemporaries, and officers and enlisted men.

Social Calls

The following points should be observed when making official and unofficial social calls upon seniors. When reporting to a command, an officer is expected to pay a courtesy visit to his Commanding Officer within 48 hours. Social calls should be kept short, about ten minutes when joining a ship and about half an hour at a shore station.

Juniors should be polite and attentive at these meetings, and avoid asking leading questions of their seniors such as ones concerning their new duty or the senior's private life. This first visit of the junior officer with his senior is of obvious importance. The initial impressions made by the junior officer at this time can affect his entire career. On this first meeting and in later relationships with seniors the junior officer should exercise tact and adaptability, be modest, learn "the ropes" and try to learn the idiosyncrasies of his senior.

Once having called on his senior, a junior officer is socially eligible to be invited to dinner, a party, or other social functions. When he is a guest, an officer should observe the obvious dictates of good manners. Attempt both to be punctual and to make a timely departure. Try to be sensitive to your host's wishes about topics to be discussed, and avoid monopolizing the conversation. Remember that good manners are based on a reasonable deference, first, to one's host and, second, to his/her guests. For a more detailed discussion of social etiquette consult the references noted on the next page.

REFERENCES

1. Bureau of Naval Personnel, The Wardroom, NAVPERS 10002. Washington, D. C.: U. S. Government Printing Office, 1969.

2. Bureau of Naval Personnel, Naval Orientation, NAVPERS 16138-E. Washington, D. C.: U. S. Government Printing Office, 1965.

3. Harral, B. J. and Swartz, O. D. Service Etiquette. Annapolis: U. S. Naval Institute, 1965.

4. Johnson, F. R. Welcome Aboard. Annapolis: U. S. Naval Institute, 1968.

This is the end of Summary 1. Now, go to the next page and take Summary Pre-Quiz 1.

Summary Pre-Quiz 1

Military Courtesy

Answer the following questions as indicated in your Student Guide.

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1. Select the statement(s) which correctly explain(s) the significance of military courtesy among officers.

   a. When a junior shows courtesy toward a senior officer, he indicates his respect for the senior's authority, responsibility, and experience.

   b. When a senior shows courtesy toward a junior officer, he expresses his appreciation and respect for the junior's support.

   c. Observance of military courtesy strengthens conformity and discipline which are necessary to the efficient running of the organization.

   d. All of the above

---

2. Which of the following statements correctly identifies the the twin foundations upon which military courtesy to seniors is based? (Choose one.)

   a. Military courtesy to seniors is based on the twin foundations of authority and superiority of seniors.

   b. Military courtesy to seniors is based on the twin foundations of seniority and rank.

   c. Military courtesy to seniors is based on the twin foundations of deference to juniors and precedence of seniors.

   d. Military courtesy to seniors is based on the twin foundations of precedence of and deference to seniors.

3. Which of the following statements is true?

   a. Officers take precedence according to their grade in military relations on ship or shore. This precedence does not extend to the mess, club, or social life.

   b. Officers take precedence according to their grade, not only in military relations on ship or shore, but also in the mess, club, and social life.

   c. None of the above

---

4. ENS Keener has reported for duty at the Naval Weapons Station, Yorktown, Virginia. Select from the following examples the one which correctly describes the procedures Keener should follow in making a social call on his Commanding Officer.

   a. Within 48 hours of reporting aboard, ENS Keener should make a half hour social call on his Commanding Officer.

   b. At a time convenient to ENS Keener, he should call on the CO for no more than half an hour in his quarters.

   c. After an introductory visit to the CO's office, ENS Keener should await notification from the CO when to make his social call.

   d. After 48 hours Keener should request an appointment with the CO.

Now, go to page 8 and check your answers.

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. d
2. d
3. b
4. a

If all your answers are correct, go on to Summary 2 on page 23. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Military Courtesy

1 Military courtesy is the traditional form of politeness observed by members of the military profession. The observance of military courtesy is important to the establishing of good relationships, not only among seniors and subordinates, but also among officers who are contemporaries, i.e., of the same or approximately the same rank, duty assignment or experience.

Which of the following is true?

a. An officer who observes the forms of military courtesy only in dealing with his superiors is meeting the requirements of the tradition as viewed by the military profession.

b. An officer who observes military courtesy not only with seniors but with contemporaries and subordinates, is carrying on the forms of politeness traditionally observed by members of the military profession.

2 In addition to carrying on an age-old tradition, observance of military courtesy contributes to the smooth running of the military organization by stressing respect and deference shown toward leaders.

Which of the following illustrates this?

a. An officer who ensures that the forms of military courtesy are carefully and constantly observed in his unit is making it more likely that the unit will function smoothly if a change of command or an emergency should occur.

b. An officer who ensures that the forms of military courtesy are carefully and constantly observed in his unit is more likely to increase his prestige among his seniors and contemporaries.

---

3 The observance of military courtesy further contributes to the efficient running of the military organization by strengthening discipline and conformity, promoting unhesitating compliance with orders, and increasing willing obedience and cooperation.

Which of the following is <u>not</u> a consequence of observing military courtesy?

a. The military organization is strengthened.

b. Discipline and conformity are increased.

c. Unquestioning compliance with orders is promoted.

d. Morale and esprit de corps are decreased.

e. Willing obedience and cooperation are increased.

4 Obviously, when ordinary acts of military courtesy are either performed grudgingly or omitted entirely the result is that: (Choose one.)

a. Discipline suffers.

b. Morale is weakened.

c. Both of the above

d. None of the above

---

5 Military courtesy is based upon the twin foundations of precedence of and deference to seniors. This means that officers take precedence according to their grade, whether on board ship, on shore, at mess, at the club or in social life.

Which of the following is true?

a. The twin foundations of military courtesy are precedence of and deference accorded to seniors, no matter what the situation.

b. The twin foundations of military courtesy are precedence of and deference accorded seniors in all formal situations.

6 Naval courtesy prescribes that junior officers extend to their seniors certain indications of deference and respect. Likewise, seniors are expected to duly acknowledge these required gestures of respect. Courtesy, then, is an obligation which: (Choose one.)

a. Applies only to seniors

b. Applies only to subordinates

c. Applies to both seniors and subordinates alike

d. Applies to only some seniors and some subordinates as prescribed by Naval regulations

---

7 When a junior exhibits courtesy toward a senior, he indicates formally his respect for the senior's authority, experience and responsibility. When a senior exhibits courtesy toward a junior, he expresses appreciation and respect for the junior's support and acknowledges him as a fellow officer.

Which of the following examples illustrates the correct interpretation of the meaning of courtesy?

a. LTJG White, by treating his Commanding Officer with courtesy, is drawing attention to his own good training and experience thereby ensuring support from his senior. The Commanding Officer, by treating White courteously, is at the same time seeking to obtain recognition and further responsibility from his senior.

b. LTJG Green, by treating his Commanding Officer courteously, is formally indicating his respect for the senior's experience, authority, and responsibility. At the same time, the Commanding Officer, by treating Green courteously, is showing his appreciation for Green's support, and showing respect for him as a fellow officer.

8 As you might imagine, military courtesy includes more than just such prescribed rituals and customs as saluting and proper forms of address, but includes tactful, gentlemanly behavior in any situation calling for interaction among military men, whether it be between officer and senior officer, officer and contemporary, or officer and subordinate.

Which of the following examples illustrates a proper understanding and interpretation of the significance of military courtesy?

a. LT Honor, when on duty, meticulously observes the proper rituals and customs as prescribed by naval tradition. He assumes that this entitles him to act tactlessly and in an ungentlemanly way in social encounters with seniors, contemporaries or subordinates.

b. LT Virtue, when on duty, carefully observes the proper rituals and customs prescribed by naval tradition, and attempts in all social encounters to behave in a tactful, gentlemanly way, regardless of whether he is dealing with seniors, subordinates, or contemporaries.

9 The last thing we shall discuss in this programed sequence is social calls. The way a junior officer conducts himself in making social calls is another important factor in his establishing successful relations with his seniors. When reporting to a command, an officer is expected to pay a courtesy call to his Commanding Officer within 48 hours. This required call should be kept short, about 10 minutes when joining a ship, and about half an hour at a shore station.

Which of the following should an officer do when reporting to a command?

a. Pay a courtesy call upon the Commanding Officer within 24 hours if joining a ship, and within 48, when reporting to a shore station.

b. Pay a courtesy call on the Commanding Officer within one half hour, when reporting to a shore station, and within 10 minutes when joining a ship.

c. Pay a courtesy call on the Commanding Officer within 48 hours. The call should last approximately 10 minutes if joining a ship and approximately half an hour if reporting to a shore station.

10 Juniors should be polite and attentive at these meetings and avoid asking leading questions of their seniors, such as ones concerning their new duty or the senior's private life.

Which of the following junior officers has followed a correct approach in making his prescribed courtesy call?

a. LTJG Green is polite and attentive in his conversation with his Commanding Officer, and tries to steer the discussion to touch upon important facts regarding his new duty.

b. LTJG White is polite and attentive in his conversation with his Commanding Officer, and keeps the discussion away from any mention of his new duty. Instead, he questions his senior regarding his past career, his hobbies, and his family.

c. LTJG Blue is polite and attentive in his conversation with his Commanding Officer. He avoids bringing up discussion of his new duty, or matters concerning the senior's private life.

---

11 Assume that you have just reported aboard ship. How long should a courtesy call on your Commanding Officer last?

a. About half an hour

b. About ten minutes

c. As long as you feel it is necessary to get to know the senior

---

12 Now, assume that you have just reported for duty to a shore station. How long should your visit last?

a. Approximately ten minutes

b. Approximately half an hour

13 This first visit of the junior officer with his senior is of obvious importance. The initial impression made by the junior officer at this time can affect his entire career.

On the first visit with his senior, a junior officer would be wise to: (Choose one.)

a. Make it a point to familiarize the senior with his background, outstanding accomplishments, and special talents.

b. Make it a point to be modest and tactful, showing an honest interest in "learning the ropes" and understanding the indiosyncrasies of his senior.

---

14 Once having called on his senior, a junior officer becomes socially eligible to be invited to dinner, a party, or other social functions. As a guest, a junior officer should of course observe the dictates of good manners, this includes not only being punctual and making a timely departure, but also, being sensitive to your host's wishes concerning topics to be discussed.

Which of the following junior officers is observing the above guidelines for correct social behavior?

a. ENS Highline has been invited to a dinner party at the home of his Commanding Officer. He arrives on time, participates in conversation, yet when a touchy political issue is brought up, successfully manages to change the subject. He leaves when a group of other people leave, to avoid being either the first or the last to depart.

b. ENS Aleck arrives punctually at a party being held by his Commanding Officer. He never misses an opportunity to regale the guests with innumerable stories of his escapades at the Naval Academy, and because of this, is the last one to leave.

15 Remember that good manners are based on a reasonable deference to one's host, and second to his/her guests.

ENS Highline, in the previous frame, managed to change the subject when a controversial subject was brought up by another guest. In what way was this a sign of good manners?

a. It indicated ENS Highline's deference first to his host's guests, then his host.

b. It indicated ENS Highline's deference first toward his host, then toward his host's guests.

This is the end of Programed Sequence 1. Now, turn to the next page and take Summary-Post Quiz 1.

Summary Post-Quiz 1

Military Courtesy

Answer the following questions as indicated in your Student Guide.

---

1. Select the statement(s) which incorrectly explains the significance of military courtesy among officers.

   a. Observance of military courtesy strengthens conformity and discipline which are necessary to the efficient running of the organization.

   b. It is the use of military courtesy which distinguishes officers from enlisted men, emphasizing their superiority in the chain of command.

   c. When a junior shows courtesy toward a senior officer, he indicates his respect for the senior's authority, responsibility, and experience.

   d. When a senior shows courtesy toward a junior officer, he expresses his appreciation and respect for the junior's support.

2. Which of the following statements is true?

   a. Officers take precedence according to their grade, not only in military relations on ship or shore, but also in the mess, club, and social life.

   b. Officers take precedence according to their grade in military relations on ship or shore. This precedence does not extend to the mess, club, or social life.

   c. None of the above

---

3. Which of the following statements correctly identifies the twin foundations upon which military courtesy to seniors is based?

   a. Military courtesy to seniors is based on the twin foundations of precedence of and deference to seniors.

   b. Military courtesy to seniors is based on the twin foundations of authority and superiority of seniors.

   c. Military courtesy to seniors is based on the twin foundations of seniority and rank.

   d. Military courtesy to seniors is based on the twin foundations of deference to juniors and precedence of seniors.

4. ENS Keener has reported for duty at the Naval Weapons Station, Yorktown, Virginia. Select from the following examples the one which correctly describes the procedures Keener should follow in making a social call on his Commanding Officer.

a. After an introductory visit to the CO's office, ENS Keener should await notification from the CO when to make his social call.

b. After 48 hours Keener should request an appointment with the CO.

c. Within 48 hours of reporting aboard, ENS Keener should make a half hour social call on his Commanding Officer.

d. At a time convenient to ENS Keener, he should call on the CO for no more than half an hour in his quarters.

Now, check your answers on page 22.

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ANSWERS TO SUMMARY POST-QUIZ 1

1. b
2. a
3. a
4. c

Now, go to Summary 2 on the next page.

Summary 2

Observing Correct Relations With Seniors

The junior officer should attempt to establish a correct, friendly relationship with his senior. He may do this by following some obvious rules of common sense. For example, he should attend as much as possible to the likes and dislikes of his senior. The junior should let the senior set the tone of the relationship, at the same time do his best to be both genuine and gentlemanly in all respects. A junior officer should avoid adopting a defensive or distant attitude toward seniors. Rather, he should be willing to advance halfway in his attempt to establish an amicable relationship. It is a mistake to let a rebuke from a senior deter you from venturing to establish friendly relations. Rebukes or reprimands are generally made as a corrective measure, not out of any personal "grudge."

On the other hand, "greasing," i.e., the ostentatious and obnoxious efforts to win the favor of a senior through "bootlicking" is universally despised. A continued willingness to undertake any task assigned and perform it cheerfully and efficiently will, in time, gain for the young officer a reputation for dependability and ensure the deserved respect of a senior.

The junior officer would do well to consider how he is carrying out his responsibilities as a follower. By striving to be a good follower he will, in turn, be recognized by his superior as a good leader.

The characteristics of a good follower are:

1) He knows his job and how it contributes to the accomplishment of the unit's mission.

2) He knows the characteristics of his leader.

3) He has the capacity for inspiration.

4) He exercises loyalty up as well as down.

5) He exercises initiative commensurate with his knowledge.

6) He readily accepts delegated authority.

7) He accepts the decisions of his leader and wholeheartedly works to implement these decisions.

8) He is fully aware of the leader's capacity (or limitations) in providing for his personal welfare, and does not add to the leadership burden of his senior with unreasonable expectations.

Useful Techniques for Maintaining and Improving Relations with Seniors

The following are some techniques which should help you, as a future junior officer to establish and maintain a good working relationship with your senior. First of all, study your senior and attempt to understand his position. It is he who will mark or recommend marks for the fitness

report of the officers under him. The effects of your relationship with him will be reflected in your fitness report. He will, in fact, be controlling your rewards and/or punishment. Therefore, you should observe carefully what kind of behavior gets rewarded, and what kind gets punished. A second useful technique in dealing successfully with your senior is to ask his advice. This does not mean that your should continually bother him with minor questions but, rather, that you should feel free to seek his advice when the situation warrants it. Most seniors are glad to have subordinates come to them for advice, and can be very helpful. A final technique is keeping your senior informed about the status of the unit. This includes both positive and negative information regarding its progress. The senior needs and appreciates such information, good or bad, and should have it, regardless of how it reflects upon the junior officer's ability.

This is the end of Summary 2. Now go to Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Observing Correct Relations With Seniors

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following are recommended useful techniques for maintaining and/or improving relations with seniors?

   a. Always seek the senior's advice; this prevents your going against his wishes and thus incurring an unsatisfactory fitness mark.

   b. Study your senior and attempt to understand his position; after all it is he who will determine, in a large part, your marks on the officer's fitness report.

   c. Keep your senior informed as to the progress of your unit, even when a negative report might reflect upon your ability.

   d. Seek the senior's advice when warranted; a senior's advice can be very helpful and is usually gladly given when requested.

2. Read the following examples and choose the one in which newly commissioned ENS Bark followed the prescribed guidelines for establishing good relations with his seniors.

a. An outgoing, friendly person, ENS Bark sought out the companionship of his seniors. By carefully studying their preferences and idiosyncrasies, he avoided conflicts and did his best to present an image of trying to please. If rebuked by a senior, he accepted the criticism lightheartedly, and made it a point to avoid letting the same senior rebuke him again.

b. An outgoing, friendly person, ENS Bark amicably entered into relationships with his seniors whenever the opportunity presented itself. He met other, less outgoing seniors halfway, and let them make the first move, without being distant or defensive in any way. He attended as much as possible to the likes and dislikes of each senior, yet accepted rebukes in good spirits, as corrections rather than as signs of dislike or "grudges."

c. None of the above

---

3. Select the true statement(s) from the following regarding observance of correct relations with seniors.

a. The junior should do his best to be both genuine and gentlemanly, as it is he who should set the tone of the relationship.

b. The junior should avoid adopting a defensive or distant attitude toward his seniors.

c. The junior should do his best to be both genuine and gentlemanly, and let the senior set the tone of the relationship.

d. The junior should demonstrate a continued willingness to undertake any task assigned him and perform it cheerfully and efficiently.

4. ENS Highline has been aboard his first ship for six months. He has diligently applied himself and knows his job and how it contributes to the organization. He has qualified as OOD underway. He has gradually won the admiration and respect of the men under his command. He ensures that they are kept informed and knows their capabilities. By the same token, he has observed the performance of his department head and how he likes things done. He does not burden his leader with unreasonable expectations.

Select the characteristic(s) of a good follower which ENS Highline exhibits.

a. He knows his job and how it contributes to the organization.

b. He has won the respect and admiration of his men.

c. He knows the characteristics of his leader.

d. All of the above

Now, go to page 30 and check your answers.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. b, c, d
2. b
3. b, c, d
4. d

If all your answers are correct, go to Summary 3, on page 47. If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

Observing Correct Relations With Seniors

1 From the moment he reports aboard, a junior officer should attempt to establish a friendly, correct relationship with his senior officer. This can be accomplished by following some obvious rules of common sense. For example, he should attend as much as he can to the likes and dislikes of the senior.

Which of the junior officers in the following examples is applying this rule?

a. LT Ward has heard that the Commanding Officer to whom he has just been assigned is a stickler for use of correct seagoing language. He therefore has a talk with his senior officer and points out to him that he (Ward) majored in English, and objects to the use of nautical language because it is not "good English." Thus, Ward avoids future reprimands for not using correct seagoing language in reports and papers he might prepare for the senior.

b. LT Bark has found out that the Commanding Officer to whom he has been assigned is a stickler for use of correct seagoing terminology. Bark, therefore, studies the Commanding Officer's previous correspondence file to verify and brush up on correct nautical terms so that he can use them in reports or papers he might prepare for the senior.

c. Both of the above

d. None of the above

2 The junior should let the senior set the tone of the relationship. Read the following example, then answer the question.

> LTJG Flag reported aboard a destroyer whose captain had several years experience in destroyers behind him and enjoyed an excellent service reputation. LTJG Flag had spent six months in active duty on board another destroyer of the same force. During his first meal in the wardroom, with the Captain and all other officers present, LTJG Flag completely monopolized the conversation, expounding his theories of efficient destroyer operations and pointing out how he had improved the ship he had just left. He proceeded to advise the Captain, and to attempt to impress all present with their good fortune at having him on board.

LTJG Flag flagrantly violated which rule of observing correct relations with seniors?

a. Attend as much as possible to the likes and dislikes of the senior

b. Let the senior set the tone of the relationship

c. Both of the above

d. None of the above

3 In attempting to let the senior set the tone of the relationship, it is easy to become defensive or distant in one's attitude toward him. Clearly, this is just as undesirable as over-enthusiasm. It is up to the junior officer to advance halfway in an attempt to establish a friendly relationship.

Which of the following is a wise course for a junior officer to follow in attempting to get along with a new senior officer?

a. Maintain a distant and defensive attitude until he can induce the senior to meet him halfway in establishing a friendly relationship

b. Attempt to constantly show his enthusiasm, thus calling attention to his desires to establish a friendly relationship

c. Try to show moderate enthusiasm and friendliness at appropriate times, thereby letting the senior know he is willing to advance halfway toward establishing a friendly relationship

4 It is a mistake to let a rebuke from a senior deter you from attempting to establish friendly relations. Rebukes or reprimands are generally made as corrective measures, not out of any personal dislike or maliciousness.

How should a junior view a reprimand from a senior with whom he has tried to establish friendly relations?

a. He should view a reprimand as a sign that the senior is displeased with some particular aspect of his performance, and try to correct his actions accordingly. This should not stop him from continuing to seek to establish friendly relations with that senior.

b. He should view a reprimand as a sign that the senior is not interested in pursuing anything but an official relationship. It is a sign that the senior probably holds some personal "grudge" against him.

5 A continued willingness to undertake any task assigned him, and cheerful and capable performance, will eventually gain for the young officer a reputation for dependability. This will, in turn, ensure the deserved respect of a senior. On the other hand, "greasing," or obviously and obnoxiously making an effort to win a senior's favor through "bootlicking" is universally despised in the Navy, and quickly recognized by seniors.

Which of the following junior officers has followed the most likely route toward establishing a friendly relationship with his senior?

a. Upon reporting aboard a cruiser for his first sea duty, LTJG Bill informed the Exec that he was more than willing to assist wherever he might be needed. On those occasions when LTJG Bill was seated at the Captain's table in the wardroom mess, he quickly volunteered for any project mentioned by the Captain regardless of whether he possessed the necessary expertise to accomplish the task. He freely volunteered information on various subjects and even offered to "find out" the answers to questions asked other junior officers when they didn't know the answer.

b. LTJG Pirie reported to the staff of CINCPACFLT in Hawaii and was immediately the junior officer in both grade and time in his particular section He spent much time, often after regular working hours, going through the files and becoming familiar with the section responsibilities. LTJG Pirie enthusiastically accepted a wide variety of projects for which he was designated the "action officer." He quickly became "the expert" on his "action projects" and was often called upon to brief the Operations Officer and the Admiral. He quickly gained a reputation for dependability and thoroughness and a highly professional platform (briefing) manner.

6 The junior officer should keep in mind how well he is carrying out his responsibilities as a follower. Study Figure 1 below, which contains the characteristics of a good follower, then answer the question.

The characteristics of a good follower are:

1) He knows his job and how it contributes to the accomplishment of the unit's mission.

2) He knows the characteristics of his leader.

3) He has the capacity for inspiration.

4) He exercises loyalty up as well as down.

5) He exercises initiative commensurate with his knowledge.

6) He readily accepts delegated authority.

7) He accepts the decisions of his leader and wholeheartedly works to implement these decisions.

8) He is fully aware of the leader's capacity or limitations in providing for his personal welfare, and does not add to the leadership burden of his senior with unreasonable expectations.

Figure 1

If a junior officer demonstrates to his senior that he is a good follower, he is likely, in turn, to be recognized by his senior as which of the following?

a. A good follower but not a good leader

b. A good follower and consequently a good leader

7 You may refer to Figure 1 on page 36 to answer the following question.

Which is not a characteristic of a good follower?

a. He knows his job and how it contributes to the accomplishment of the unit's mission.

b. He exercises loyalty up as well as down.

c. He accepts delegated authority.

d. He exercises loyalty up, not down.

---

8 You may refer to Figure 1 on page 36 to answer this question.

Which of the following are characteristics of a good follower?

a. He is fully aware of the leader's capacities or limitations in providing for his personal welfare, and does not burden his senior with unreasonable' expectations.

b. He avoids making decisions and consults the leader whenever they need to be made.

c. He relies on his leader to inspire the men.

d. He knows the characteristics of his leader

9 It is important to strive to acquire the characteristics of a good follower, because in doing so, you will be showing your senior that you are, in turn, a good leader.

Which of the following midshipmen is likely to be recognized by his seniors as a good follower, and consequently, a good leader?

a. MIDN 2/c Lawrence has become well known to all the Executive Department officers as well as all the upperclass in his wing of Bancroft Hall. He has logged more extra duty time than any two other midshipmen in his battalion. He was an enlisted Marine before he came to the Academy. He was often asked to demonstrate military drill techniques during plebe summer. Being a recruiting poster Marine in appearance, MIDN Lawrence had the capacity to inspire his contemporaries.

b. MIDN 2/c Pittigrew has made it a point to become the authority in his company on the Naval Academy Regulations. He has often been the subject of classmate bull sessions on many points. He consistently defends the decisions of the "establishment." MIDN 2/c Pittigrew hasn't been put on report since plebe year--not because he hasn't been caught but because he has kept himself "squared away."

10 Let us discuss now some actual techniques to follow in attempting to establish and maintain a good working relationship with your senior. First, study your senior and try to understand his position. It is he, after all, who will play the most important part in marking, or recommending marks on your fitness report. He will, in effect, be controlling your reward and/or punishment. It follows then, that you should: (Choose one.)

a. Observe carefully what kind of behavior gets rewarded, and what kind gets punished, and attempt to reward and recommend punishment for the enlisted men under you in the same way.

b. Make no moves as a junior officer without first and foremost considering consequences on your officer's fitness report. Try to conceal behavior which is undesirable to your senior, without actually extinguishing it.

c. Observe carefully what kind of behavior gets rewarded by your senior, and what kind of behavior gets punished, and attempt to behave in the way your senior desires, as it is he who determines your marks on the officer's fitness report.

11 A second useful technique for dealing successfully with your senior is occasionally asking his advice. Most seniors are glad to have subordinates come to them for advice, when truly needed.

Which of the officers below is practicing this technique successfully?

a. LTJG Sky has just taken over his new duties aboard a submarine. He has successfully completed Submarine School, but is unfamiliar with the routines aboard the new submarine. Therefore, Sky makes it a point to consult his commanding officer every time some decision has to be made, even in cases when he thinks he could make the decision on his own. He feels that in this way he will cultivate a good relationship with the senior, and also, avoid making any mistakes during these important first few months.

b. ENS Land has just been given a duty assignment which he is confident that he can handle without consulting his senior officer. He proceeds for several months doing things his way, but runs into an organizational problem which causes him to accumulate a great backlog of work. The situation gets critical when the backlog is so great that it is causing delays and misunderstandings in the work of his department. Land finally consults his senior to ask his advice about solving the problem.

c. LTJG Sea had completed a month in his new post as division officer aboard a destroyer. He managed, with the help of his petty officers, to solve the few problems that arose, without having to consult with his senior officer for advice. Then he received an assignment from his senior which was to be carried out in a relatively short time. The assignment called for a specialized knowledge of fire control, which LTJG Sea did not possess. Sea, rather than attempting to carry out the assignment without the proper knowledge, or relying on his petty officers for their experience in this area, decided to ask the advice of his senior officer as to what to do.

12 A final technique is keeping your senior informed about the status of your unit. This includes both favorable and unfavorable reports as to the unit's progress. The senior both needs and appreciates such information.

A useful technique to follow in maintaining good relations with your senior is to keep him informed. This technique is best illustrated by which of the following examples?

a. A junior officer, new to his post, makes it a point to keep his senior informed as to the progress of his unit. Even when there is some problem or slowdown, he keeps the senior informed of it, since he realizes that this information is essential to the senior's carrying out his responsibilities.

b. A junior officer, new to his post, keeps his senior informed as to the progress of his unit only when the report is favorable. He avoids telling the senior about delays or problems, since he feels this will ultimately reflect upon his ability as a junior officer.

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13 Select from the following the three useful techniques for maintaining good relations with seniors.

a. Study your senior and try to understand his position.

b. Never ask advice of your senior unless it is freely offered.

c. Keep your senior informed as to the progress of your unit.

d. Give advice to your senior when you feel it is warranted.

e. Ask advice of your senior when the situation warrants it.

This is the end of Programed Sequence 2. Now, take Summary Post-Quiz 2 on the next page.

Summary Post-Quiz 2

Observing Correct Relations With Seniors

Answer the following questions as indicated in your Student Guide.

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1. Read the following examples and choose the one in which recently commissioned ENS Bark followed the prescribed guidelines for establishing good relations with his seniors.

a. An outgoing, friendly person, ENS Bark amicably entered into relationships with his seniors whenever the opportunity presented itself. He met other, less outgoing seniors halfway, and let them make the first move, without being distant or defensive in any way. He attended as much as possible to the likes and dislikes of each senior, yet accepted rebukes in good spirits, as corrections rather than as signs of dislike or "grudges."

b. An outgoing, friendly person, ENS Bark sought out the companionship of his seniors. By carefully studying their preferences and idiosyncrasies, he avoided conflicts and did his best to present an image of trying to please. If rebuked by a senior, he accepted the criticism lightheartedly, and made it a point to avoid letting the same senior rebuke him again.

c. None of the above

2. ENS Highline has been aboard his first ship for six months. He has diligently applied himself and knows his job and how it contributes to the organization. He has qualified as OOD underway. He has gradually won the admiration and respect of the men under his command. He ensures that they are kept informed and knows their capabilities. By the same token, he has observed the performance of his department head and how he likes things done. He does not burden his leader with unreasonable expectations.

Select the characteristic(s) of a good follower which ENS Highline exhibits.

a. He knows his job and how it contributes to the organization.

b. He has won the respect and admiration of his men.

c. He knows the characteristics of his leader.

d. He does not burden his leader with unreasonable expectations.

e. All of the above

3. Which of the following are recommended useful techniques for maintaining and/or improving relations with seniors?

a. Seek the senior's advice when warranted; a senior's advice can be very helpful and is usually gladly given when requested.

b. Keep your senior informed as to the progress of your unit, even when a negative report might reflect upon your ability.

c. Study your senior and attempt to understand his position; after all it is he who will determine, in a large part, your marks on the officer's fitness report.

d. Always seek the senior's advice; this prevents your going against his wishes and thus incurring an unsatisfactory fitness mark.

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4. Select the true statement(s) from the following regarding observance of correct relations with seniors.

a. The junior should avoid adopting a defensive or distant attitude toward his seniors.

b. The junior should do his best to be both genuine and gentlemanly, as it is he who should set the tone of the relationship.

c. The junior should do his best to be both genuine and gentlemanly, and let the senior set the tone of the relationship.

d. The junior should demonstrate a continued willingness to undertake any task assigned him and perform it cheerfully and efficiently.

Now, go to page 46 and check your answers.

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ANSWERS TO SUMMARY POST-QUIZ 2

1. a
2. e
3. a, b, c
4. a, c, d

Now, go on to Summary 3 on the next page.

Summary 3

Relations With Contemporaries

An eminent naval officer once made a statement to the effect that if he had to choose one road to success in the Navy, the desire and effort to help shipmates and contemporaries would be the one path from which he would never deviate.[1] The relationships you establish with your contemporaries will form a large part of your life in the Navy, and should be pursued as diligently as those with seniors, if not more so. As a junior officer, you should strive to help and support your contemporaries. The beneficial effects of this will be twofold: 1) Your prestige and reputation among your contemporaries will be enhanced (and incidentally, your help will never be forgotten); and 2) The organization will benefit from the increased esprit and morale produced by such mutual help and support.

Competition has always been stressed in the military life. A junior officer who desires to proceed up the promotion ladder must be imbued with the spirit of competition, yet at the same time remain wary of its inherent pitfalls. The individual officer must never forget that his efforts are primarily directed toward organizational, not personal, goals.

1. Wolfe and Mulholland, Naval Leadership, p. 172.

A junior officer should never forget that few leaders in history have accomplished their mission without the aid and cooperation of juniors, seniors, and contemporaries.

REFERENCE

Wolfe, M.E., and Mulholland, F.J., Naval Leadership (Second Edition). Annapolis: U.S. Naval Instituate, 1967.

This is the end of Summary 3. Now turn the page and take Summary Pre-Quiz 3.

Summary Pre-Quiz 3

Relations With Contemporaries

Answer the following question as indicated in your Student Guide.

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1. ENS Hickle was told that ENS Wheat was to relieve him as wardroom mess caterer. Hickle recalled how green he had been when he was appointed to the job six months ago, and was determined that his shipmate would not suffer a similar fate by having the job dropped on him. He therefore planned a brief, but thorough training program to accompany an extensive "what to do" file he had assembled. He told Wheat that he would still be available, when his other duties allowed, to render assistance if needed.

Which of the following consequences would probably result from ENS Hickle's attempt to help a contemporary?

a. The wardroom mess will continue to function smoothly, despite the change in command. The morale of the enlisted men in the unit will remain high, and esprit and comradeship will be enhanced.

b. ENS Hickle's reputation will be enhanced. Junior officers and seniors who note the successful changeover will recognize Hickle as a dedicated officer with initiative and foresight.

c. ENS Wheat will be both grateful and pleased at Hickle's attempts to help him. His respect for Hickle will contribute to Hickle's prestige and good reputation.

d. ENS Wheat will probably be suspicious of ENS Hickle's enthusiasm to get rid of the job. He will probably not use Hickle's recommendations until he has thoroughly checked every aspect himself. Wheat will develop his own system so that any commendation due the mess will be all his and not a result of Hickle's work.

2. Which of the following correctly describes the proper role of competition in relations with contemporaries?

a. A junior officer, in proceeding up the promotion ladder, should avoid the spirit of competition and cultivate, instead, a spirit of cooperation.

b. A junior officer, in proceeding up the promotion ladder, should cultivate his spirit of competition, avoiding, however, the danger of letting personal and individual goals interfere with achievement of organizational goals.

c. A junior officer should always look upon his contemporaries as competitors, since the organizational goals of the military are based upon competition.

d. The military organization encourages competition among juniors and subordinates, but discourages it among contemporaries.

Now, go to page 52 and check your answers.

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ANSWERS TO SUMMARY PRE-QUIZ 3

1. a, b, c

2. b

If all your answers are correct, go on to Summary 4 on page 59. If you missed one or more questions, go to the next page and go through Programed Sequence 3.

Programed Sequence 3

Relations With Contemporaries

1 The relationships you establish with your contemporaries will form a large and important part of your life in the Navy. An eminent naval officer underlined this when he made a statement to the effect that if he had to choose one road to success in the Navy, the desire and effort to help shipmates and contemporaries would be the one path from which he would never deviate.[1]

Which of the following statements best explains the importance of establishing good relations with contemporaries?

a. Relationships with contemporaries comprise a large and important part of a Navy officer's life, and considerably affect his achievement of success.

b. Relationships with contemporaries play a relatively minor role in an officer's career in the Navy. It is, rather, solely his relationships with his superiors which determine whether or not his naval career will be successful.

---

2 A junior officer should attempt to pursue good relationships with contemporaries as diligently as those with seniors. The beneficial effects of this will be twofold:

1) His prestige and reputation among his contemporaries will be enhanced (and his help never forgotten).

2) The organization will benefit from increased esprit and morale produced by such mutual help and support.

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[1]Wolfe and Mulholland, Naval Leadership, p. 172.

Which of the following are likely to be the beneficial effects of ENS Brig's establishing good relationships with contemporaries?

a. ENS Brig's unit will benefit in increased esprit and morale, resultant from Brig's good relationships with his contemporaries.

b. ENS Brig's reputation and prestige among his contemporaries are likely to be enhanced.

c. ENS Brig's promotion to a higher rank will be contingent upon whether or not he establishes good relations with his contemporaries.

---

3 The Navy has always stressed competition. A junior officer seeking promotion must possess the competitive spirit. At the same time he must avoid the inherent danger of excessive competition, or of substituting personal goals for the organizational goals of the Navy.

Which junior officer has a proper attitude toward competition?

a. LTJG Neal is a candidate for promotion, and has had an outstanding record of leadership in his division. A breach of security is discovered in an area under his command, and he decides not to report it, since it will no doubt affect his chances for promotion.

b. LTJG Park has conscientiously devoted extra hours to reading up on a particular area of operations, and has volunteered for duty in that area, so that he may gain experience. He feels that the Navy will soon be experiencing a need for experts in that field, and would like to gain promotion on the basis of this specialty.

This is the end of Programed Sequence 3. Now, take Summary Post-Quiz 3 on the next page.

Summary Post-Quiz 3

Relations With Contemporaries

Answer the following questions as indicated in your Student Guide.

---

1. ENS Hickle was told that ENS Wheat was to relieve him as wardroom mess caterer. Hickle recalled how green he had been when he was appointed to the job six months ago, and was determined that his shipmate would not suffer a similar fate by having the job dropped on him. He therefore planned a brief, but thorough training program to accompany an extensive "what to do" file he had assembled. He told Wheat that he would still be available, when his other duties allowed, to render assistance if needed.

Which of the following consequences would probably result from ENS Hickle's attempt to help a contemporary?

a. ENS Wheat will probably be suspicious of ENS Hickle's enthusiasm to get rid of the job. He will probably not use Hickle's recommendations until he has thoroughly checked every aspect himself. Wheat will develop his own system so that any commendation due the mess will be all his and not a result of Hickle's work.

b. ENS Wheat will be both grateful and pleased at Hickle's attempts to help him. His respect for Hickle will contribute to Hickle's prestige and good reputation.

c. ENS Hickle's reputation will be enhanced. Junior officers and seniors who note the successful changeover will recognize Hickle as a dedicated officer with initiative and foresight.

d. The wardroom mess will continue to function smoothly, despite the change in command. The morale of the enlisted men in the unit will remain high, and esprit and comradeship will be enhanced

2. Which of the following correctly describes the proper role of competition in relations with contemporaries?

a. A junior officer should always look upon his contemporaries as competitors, since the organizational goals of the military are based upon competition.

b. The military organization encourages competition among juniors and subordinates, but discourages it among contemporaries.

c. A junior officer, in proceeding up the promotion ladder, should cultivate his spirit of competition, avoiding, however, the danger of letting personal and individual goals interfere with the achievement of organizational goals.

d. A junior officer, in proceeding up the promotion ladder, should avoid the spirit of competition and cultivate, instead, a spirit of cooperation.

Now, go to page 58 and check your answers.

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ANSWERS TO SUMMARY POST-QUIZ 3

1. b, c, d
2. c

Now, go to Summary 4 on the next page.

Summary 4

Officers' Behavior in the Presence of Enlisted Men

We shall discuss here some customs governing conduct of officers in the presence of enlisted men.

Use of Titles

Officers should never address each other by first name in front of the men. By following this precept, you show respect for your fellow officer and thereby indicate the respect due him from the men. You might be on a first name basis with a fellow officer, e.g., LT Joe Sheppard, but if addressing him when enlisted men are present, you should use his rank followed by his last name, e.g., "LT Sheppard."*

Attitude Toward Contemporaries and Men

An officer should never belittle or speak disparagingly of a fellow officer to an enlisted man, or to another officer.

Attitude Toward Orders

An officer should follow a senior's orders implicitly even though he may disagree with them. In conveying them to his men, he should never apologize for such orders, or question them.

Practicing Empathy and Tact

As in other areas of personal relations, an officer should treat his enlisted men with empathy and tact. Empathy may be defined as the intellectual identification with

* An exception to this is, of course, the use in the Navy of "Mister" instead of the title, for ranks up to LT Commander.

or vicarious experiencing of the feelings, thoughts, or attitudes of another. As a junior officer you might practice empathy by indicating to an enlisted man, or a contemporary, that you "know how he feels" regarding a particularly unpleasant or difficult task, having done it yourself and felt the same way he does about it.

Establishing Credibility

A junior officer should strive to maintain credibility, both with his contemporaries and with enlisted men. To be credible means to be worthy of belief or confidence. If a junior officer, LT Keen, informs another JO that he will assist him in some difficult assignment, and then lives up to his word, this will help establish Keen's credibility, not only in the eyes of his contemporary, but also those of his men. He will come to be known as a man who lives up to his word, and be respected as such by the men in his command.

Disadvantage of "Pulling Rank"

A junior officer should avoid "pulling rank" on a contemporary, especially in the presence of others. For example, a junior officer who vocally expresses his displeasure at a seating arrangement in the wardroom mess, and insists that his seat be changed because he is several numbers higher on the lineal list, is showing a lack of consideration for his contemporaries. "Pulling rank" to move ahead of a contemporary on a housing list, special events ticket, or to attend some desirable school are some typical instances of

this inconsiderate behavior. It indicates a lack of consideration for one's contemporaries, and certainly mars the image an officer wishes to present to the men.

This is the end of Summary 4. Now, take Summary Pre-Quiz 4 on the next page.

Summary Pre-Quiz 4

Officers' Behavior in the Presence of Enlisted Men

Answer the following questions as indicated in your Student Guide.

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1. The Executive Officer entered the office where LT Kenyon, the Maintenance Officer, was discussing with his chiefs and first class, the personnel inspection scheduled for Friday afternoon. The Executive Officer interrupted the meeting to tell LT Kenyon that the inspection would be held on Saturday morning instead. This news, obviously overheard by the assembled enlisted men, was greeted with a loud groan. The Executive Officer reacted by saying to LT Kenyon, loudly enough so that all could hear, "Don't blame me, I'm not in favor of the change."

In the above example of interaction between officers in the presence of enlisted personnel, how are the principles of correct relationships under these circumstances being violated?

a. One officer is making a belittling or disparaging remark about another.

b. An officer is showing a lack of respect for the orders of a senior.

c. An officer is "pulling rank" on another.

d. An officer is lessening his credibility.

2. As a future officer in the naval service, select from the following statements those which state how you may best support your fellow officers.

a. An officer should never belittle or speak disparagingly of a fellow officer to another officer or an enlisted man.

b. An officer should never apologize for a senior's orders even though he may disagree with them.

c. When carrying out a senior's orders, never question those orders in front of the men.

d. An officer should support a senior's orders only so long as the officer personally agrees with those orders.

---

3. Which of the following best explains how practicing empathy, maintaining credibility, and using tact can influence an officer's relations with the men under his command? (Choose one.)

a. Manifesting these qualities in dealing with his contemporaries will prevent the officer from having much contact with the men under him.

b. Manifesting these qualities toward contemporaries, an officer can inspire the enlisted men to strive for advancement to warrant officer or commissioned status, so that they too may receive similar treatment.

c. Manifesting these qualities toward contemporaries an officer will be positively influencing the men under his command, as his relationship with contemporaries forms, to a large extent, his image to the men under his command.

d. Manifesting these qualities toward contemporaries has no positive results, whereas manifesting them toward the men under his command will positively influence an officer's image among his contemporaries.

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 4

1. b
2. a, b, c
3. c

If you missed one or more questions, turn to the next page and go through Programed Sequence 4.

Programed Sequence 4

Officer's Behavior in the Presence of Enlisted Men

1 It is especially important that officers observe certain customs of conduct in the presence of enlisted men. An officer's positive image in the eyes of enlisted men will affect not only his career and potential success as a leader, but also it will help carry on the ideals of leadership and excellence that have come to be associated with the naval officer.

Which of the following statements is true?

a. An officer's image in the eyes of enlisted men has little effect on his career. It is how he appears to his contemporaries and seniors that really matters.

b. An officer's image in the eyes of enlisted men has bearing not only on his success as a leader, but also on the furtherance of the Navy's ideals.

2 Officers should never address each other by first name in the presence of enlisted men. By addressing a contemporary with his title,* you are indicating the respect due him from the men.

Which of the following officers is acting inappropriately before his enlisted men?

a. LTJG William Neat is a close friend of LTJG John Sharp. The two officers are talking together in a room where several enlisted men are at work. LTJG Sharp closes the conversation with, "All right, Bill, I'll see what I can do about it."

b. LTJG Samuel Wilkes is a close friend of LTJG Thomas Barre. The two officers are talking on deck, where a number of enlisted men are at work. LTJG Wilkes concludes the conversation with "Fine, LT Barre, I'll let you know what happens."

---

3 An officer should never belittle or speak disparagingly of a fellow officer, either to an enlisted man or to a fellow officer.

Which of the following correctly states when it is appropriate for an officer to speak disparagingly of or belittle a fellow officer?

a. It is only appropriate when the officer is speaking privately with another officer.

b. It is only appropriate when the officer is speaking to enlisted men and the subject of his criticism is present.

c. It is never appropriate for an officer to belittle or speak disparagingly of a fellow officer.

* An exception to this is, of course, the use in the Navy of "Mister" instead of the title, for ranks up to LT Commander.

4 An officer should follow a senior's orders implicitly, even though he may disagree with them. In conveying them to his men, he should neither apologize for orders, nor question them.

LTJG Hale has received orders to cancel all Saturday night liberties due to a potential emergency. Hale passes these orders on to his men, saying that he's sorry to have to announce this, and that he thinks the Commanding Officer is being too cautious.

Which principle is LTJG Hale violating?

a. An officer should never apologize for a senior's orders.

b. An officer should never question a senior's orders in front of the men.

c. Both of the above

d. None of the above

---

5 In other areas of personal relations, an officer should treat enlisted men with empathy and tact. Empathy is the intellectual identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.

How might an officer exhibit empathy toward an enlisted man to whom he has assigned a particularly unpleasant job?

a. By commenting to him that you "know how he feels about it," having once done the task yourself.

b. By privately telling him that if he really doesn't want to do the job, you will find a substitute for him.

6 Another quality which a junior officer should strive to develop, especially in terms of his enlisted men, is credibility. This is defined as "being worthy of belief and/or confidence."

How might an officer maintain his credibility before enlisted men?

a. By always living up to his word, never making wild promises he can't keep, either to his contemporaries or to his enlisted men.

b. By always fulfilling promises made to seniors, regardless of what wild promises he must make to his men.

---

7 An officer should avoid "pulling rank" on a contemporary, especially in the presence of others, either enlisted men or officers.

A junior officer vocally expresses his displeasure at having been seated unfavorably in the wardroom. He insists that his seat be changed, since he is several numbers higher on the lineal list than another officer with a more desirable seat.

The officer in the example above is guilty of which of the following?

a. Lack of credibility

b. Lack of empathy

c. "Pulling rank"

8 "Pulling rank" mars the image an officer wishes to present to his men and to his contemporaries, not to mention to his seniors. "Pulling rank" to get ahead of a contemporary on a housing list, special events ticket, or recommended list for some desirable school, indicates which of the following?

a. A true feeling for the competitive spirit in the Navy, exhibited by "pulling rank"

b. A lack of consideration for one's contemporaries, exhibited by "pulling rank"

This is the end of Programed Sequence 4. Now take Summary Post-Quiz 4 on the next page.

Summary Post-Quiz 4

Officers' Behavior in the Presence of Enlisted Men

Answer the following questions as indicated in your Student Guide.

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1. Which of the following best explains how practicing empathy, maintaining credibility, and using tact can influence an officer's relations with the men under his command? (Choose one.)

   a. Manifesting these qualities toward contemporaries an officer will be positively influencing the men under his command, as his relationship with contemporaries forms, to a large extent, his image to the men under his command.

   b. Manifesting these qualities toward contemporaries has no positive results, whereas manifesting them toward the men under his command will positively influence an officer's image among his contemporaries.

   c. Manifesting these qualities in dealing with his contemporaries will prevent the officer from having much contact with the men under him.

   d. Manifesting these qualities toward contemporaries, an officer can inspire the enlisted men to strive for advancement to warrant officer or commissioned status, so that they too may receive similar treatment.

2. The Executive Officer entered the office where LT Kenyon, the Maintenance Officer, was discussing with his chiefs and first class, the personnel inspection scheduled for Friday afternoon. The Executive Officer interrupted the meeting to tell LT Kenyon that the inspection would be held on Saturday morning instead. This news, obviously overheard by the assembled enlisted men, was greeted with a loud groan. The Executive Officer reacted by saying to LT Kenyon, loudly enough so that all could hear, "Don't blame me, I'm not in favor of the change."

In the above example of interaction between officers in the presence of enlisted personnel, how are the principles of correct relationships under these circumstances being violated?

a. An officer is lessening his credibility.

b. An officer is "pulling rank" on another.

c. An officer is showing a lack of respect for the orders of a senior.

d. One officer is making a belittling or disparaging remark about another.

3. As a future officer in the naval service, select from the following statements those which state how you may best support your fellow officers.

a. When carrying out a senior's orders, never question those orders in front of the men.

b. An officer should support a senior's orders only so long as the officer personally agrees with those orders.

c. An officer should never belittle or speak disparagingly of a fellow officer to another officer or an enlisted man.

d. An officer should never apologize for a senior's orders even though he may disagree with them.

Now, check your answers on page 74.

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ANSWERS TO SUMMARY POST-QUIZ 4

1. a
2. c
3. a, c, d

This is the end of Part Eight, Segment VI.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment VI

Relations With Seniors and Contemporaries

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

RELATIONS WITH SENIORS AND CONTEMPORARIES

PROGRESS CHECK

Question 1.

Select the paragraph which correctly describes the importance of military courtesy among officers and between officers and men.

a. Military courtesy observed among officers and between officers and (enlisted) men serves as a public display of honor, respect, and loyalty to those who are senior in position. It also serves as an acknowledgement of the senior's appreciation for the junior's respect and deference.

b. Observance of military courtesy carries on an age-old tradition of politeness exchanged among members of the military profession.

c. The ungrudging observance of military courtesy contributes to the efficiency of the military organization by strengthening discipline and conformity, and promoting unhesitating compliance with orders.

d. All of the above

Question 2.

ENS Stack, recently commissioned, established an excellent relationship with his seniors soon after reporting aboard.

Identify the example which most probably describes his successful approach.

a. ENS Stack established correct, friendly relationships with all his seniors by volunteering at every possible occasion to help out seniors he wished to favorably impress.

b. ENS Stack concentrated on learning his job. He realized that seniors who wished to establish friendly relations with him would notice his performance and meet him half way.

c. ENS Stack established correct, friendly relationships with his seniors as he learned his job. He let them set the tone and was genuine and gentlemanly. He let them know he was anxious to meet them halfway, and took criticism in good spirits.

d. All of the above

Question 3.

Which of the following is/are recommended technique(s) for maintaining and improving correct relations with seniors?

a. Study your senior; ask his advice when necessary.

b. Understand the senior's position as executor of your officer's fitness report, and behave accordingly.

c. Keep seniors informed of both good and bad incidents in the unit; note the kind of behavior your senior expects from his subordinates and behave accordingly.

d. All of the above

Question 4.

LTJG Whipping was informed that ENS Canvas would relieve him as First Lieutenant. Although ENS Canvas has been aboard for six months, he has had other assignments in the Weapons Department and is not too familiar with the administration of paperwork associated with the job. LTJG Whipping has been lax in maintaining records and has a reputation for "gundecking" reports in order to meet inspection requirements. During the turnover, ENS Canvas inquires as to the procedures for filling out hull report forms. LTJG Whipping states that it is too much trouble to get everyone to fill them out so he just puts down what he thinks and files them. Furthermore, he feels they fulfill requirements and now that ENS Canvas has the "sack" he can do what he wants with regard to reports for which the First Lieutenant is responsible.

Which of the following would probably be a consequence of LTJG Whipping's failure to help ENS Canvas?

a. ENS Canvas will continue the poor performance set by LTJG Whipping.

b. LTJG Whipping has enhanced his professional reputation for administrative efficiency and knowledge by his quiet, calm method of preparing reports.

c. LTJG Whip has set a precedent that reports are not important.

d. ENS Canvas will have to overcome the problems created by his predecessor, and restore proper administrative procedures.

Question 5.

ENS Doldrum has reported aboard the USS Greyhound for duty.

The following examples state procedures he follows in making the prescribed social call on his senior officer.

1) ENS Doldrum, during his social call, is attentive and polite while maintaining proper social distance.

2) ENS Doldrum limits the discussion to inquiring about his new duties. He avoids inquiring about his senior's private life.

3) ENS Doldrum responds to questions initiated by his host and carries on the conversation established by his senior.

4) ENS Doldrum remains with the senior officer for approximately ten minutes.

Which of the following choices contains the correct procedures followed by ENS Doldrum?

a. 1, 2 and 3

b. 2, 3 and 4

c. 1 and 3

d. 2 and 4

Question 6.

The senior watch officer approached ENS Code, the Officer of the Deck in port and stated, in the presence of the other watch standers, "Charley, the XO wants all hands on watch topside to wear pea coats instead of foul weather jackets; that includes the bow and stern sentries. I don't see the point in it, but will you take care of that?" ENS Code responds, "Yes, Sir."

Which of the following violations was noticeable in the behavior of the SWO?

1) Pulling rank
2) Addressing a fellow officer improperly
3) Criticizing orders
4) Lack of empathy

a. 1 and 2
b. 2 and 3
c. 3 and 4
d. 1 and 4

Question 7.

As an officer in the naval service select from the following choices the ones which best state how you should support your fellow officers.

1) An officer should never belittle or speak disparagingly of a fellow officer to another officer or an enlisted man.

2) An officer should never apologize for a senior's orders even though he may disagree with them.

3) When carrying out a senior's orders, never question those orders in front of the men.

4) Although an officer may address a contemporary by his first name, he should never address a senior by his first name.

a. 1 and 3

b. 1, 3 and 4

c. 2 and 4

d. 2, 3 and 4

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Eight SEGMENT VI

REMEDIATION TEXT Syndactic Text-Volume VIII-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Summary 1: Pages 1-2
2	c	Summary 2: Pages 23-24
3	d	Summary 2: Pages 24-25
4	d	Summary 3: Pages 47-48
5	d	Summary 1: Pages 2-3
6	b	Summary 4: Pages 59-61
7	c	Summary 4: Pages 59-61
8		
9		
10		
11		
12		
13		
14		
15		

PROGRAM FRAME ANSWERS

PART EIGHT

Segments IV, V & VI

PROGRAM FRAME ANSWERS

PART Eight SEGMENT IV TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	b
2	a
3	b
4	b,e
5	a-2,b-3, c-1
6	b
7	a
8	b
9	a-1,3; b-2
10	a,b
11	a
12	c
13	c
14	b
15	b
16	a
PROGRAMED SEQUENCE 2	
1	b
2	c
3	b
4	a
5	b
6	a
7	b
8	c,d
9	a
10	a
11	a
12	b
13	c
14	c
15	a-2,b-3, c-1,d-4, e-5
16	b
17	b,d,e,h
18	c
19	d
20	d
21	d
22	a
23	c

PROGRAM FRAME ANSWERS

PART Eight SEGMENT V TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	b
2	a
3	d
4	a
5	a
6	d
7	e
8	c
9	c
10	a
11	d
12	a,b,c
PROGRAMED SEQUENCE 2	
1	c
2	b
3	c
4	c
5	a
6	b
7	c
8	c

FRAME OR QUESTION NUMBER	CORRECT ANSWER
9	c
10	d
11	b
12	d
13	f
14	a
15	b
16	e
17	b
18	e
19	d
20	g
PROGRAMED SEQUENCE 3	
1	c
2	b
3	b
4	b
5	d
6	d
7	b
8	c
9	e

FRAME OR QUESTION NUMBER	CORRECT ANSWER
10	a
11	b
12	g
13	e
14	c,d
15	f
16	d
17	b

PROGRAM FRAME ANSWERS

PART Eight SEGMENT VI TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	b
2	a
3	d
4	c
5	a
6	c
7	b
8	b
9	c
10	c
11	b
12	b
13	b
14	a
15	b
PROGRAMED SEQUENCE 2	
1	b
2	b
3	c
4	a
5	b
6	b
7	d
8	a,d
9	b
10	c
11	c
12	a
13	a,c,e
PROGRAMED SEQUENCE 3	
1	a
2	a,b
3	b
PROGRAMED SEQUENCE 4	
1	b
2	a
3	c
4	c
5	a
6	a
7	c
8	b